

Child-Welfare Magazine

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Programs for June

Let us not allow the leisure summertime to drift into lazy, listless and therefore lost time, for our children. Let us make this our June program and our Holiday program, and use this most opportune season to such advantage that fall will find the Harvest of real meaning not only to the farmer but to parents and teachers as well.

HAPPY HOLIDAY

HELPFUL HARVEST

The High School

1. *The President's Message.*
2. *Parents as Co-operative Teachers.*
3. *Children's Foundation Study Course. The Tender Passion.*
4. *The High School Child and His Community Health Background.*

The Parent-Teacher Association or Mothers' Club

1. *That Impossible Child.*
2. *Parents as Co-operative Teachers.*
3. *Children's Foundation Study Course. The Tender Passion.*
4. *Eleven Years Old and How Big?*

The Pre-School Circle

1. *Training the Child's Will.*
2. *Make the Summer Count.*
3. *Building Power Plants.*
4. *The President's Message.*



The President's Message

UNION OR FEDERATION?

IN all expanding organizations, as in nations, there arrive periods of crisis, times when old methods have been outgrown and when in adopting new ones the lure of "liberty," of so-called "independence," draws so strongly that the more solid advantages of union are temporarily lost to sight. In such a time Washington gave his best years to the steadying of our infant Republic; in such a time Lincoln laid down his life for the Union.

In some faint and far-off degree the National Congress of Parents and Teachers is facing such an era of reconstruction, and as we have faith and tolerance and breadth of vision, so shall we stand or fall. We must answer the question: are we a loosely hung, friendly federation, each section doing good work but owing only a sort of annual contributory allegiance to a remote administrative body known as "The National," or are we a solid unit resting on one great platform—a driving force of almost a million men and women directed to one object, governed by the same laws and together striving to reach the same goal—the welfare of the children?

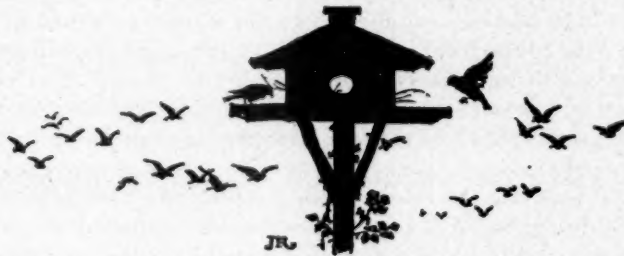
The tremendous forward sweep of our membership—more than half a million in five years, brings with it problems equally tremendous. We have no Washington, no Lincoln, to help us to meet them, but we have the great democracy which developed through a quarter of a century, from a seed sown by a woman to a sturdy growth which has sent its roots deep into the hearts of the people. We have need as never before, of knowledge, of discipline, of loyalty, of enthusiasm for our ideals, and of that sense of individual responsibility which will enable us to be true to our purpose and worthy of the great trust which has been placed in our hands. Our double function must ever be borne in mind. We are active agents, carrying forward what we—and many others—believe to be the greatest social movement of our day, training for the profession of parenthood and the standardizing of education in its three phases, in the home, the school and the community, a program which embraces better homes and better schools, better parents and better teachers, better children and better citizens. This is our first and great purpose, but the second must not be forgotten. We are also the channel through which the knowledge, the experience and the service of other organizations may reach the great cross-section of the American people which makes up our membership in forty-eight states, in Alaska and in Hawaii, and as we are good stewards of that which has been committed to us, so will we see to it that our activities at no time block that channel but rather serve to keep it clear.

ALL-THE-YEAR-ROUND PARENTHOOD

Summertime has come, and with it the opportunity for our greatest service, for now the Home-school and the Community-school are in full-time session, and we can no longer share our responsibilities with the teacher. Now as at no other season do we feel the need of united effort, of taking counsel together, for during three months the children are all our own and upon our shoulders must rest the praise or blame when in September we must reckon up the profit or the loss which has been theirs under our administration of the business of being a parent. Now that the school is for a brief period removed from the foreground, our neighborhood may be surveyed in relation to our homes, and the home itself may best be studied as the field for the development of true spiritual values, of health and of recreation. With the lure of the great out-doors drawing our boys and girls, with the danger that leisure will degenerate into idleness, that sure promoter of mischief, comes with increasing pressure the

demand that we live *with* and not only *for* our children, that we resurrect the play-spirit which has sunk so near to death in many of us, but which, like "Tinker Bell" will revive if we bring back our belief in it. Plays and pageants and picnics, home gardens and community Field-Days, groups of mothers on shady porches reading and discussing some fine book about childhood while the babies tumble about happily together in the garden; home dances on the porch or the lawn, with Japanese lanterns and the Victrola and the simplest of refreshments—"Parent-Teacher work," all of these and many more. And then as August comes and the first Tuesday in September seems not so far away, a new survey should be made—a study of the children themselves, so that we may send them back to their teachers with a feeling of pride in our work—with eyes and teeth and throats clear and strong and sound, with well-nourished bodies and steady nerves ready for the strain of mental effort and with characters strengthened by these months of closer contact with fathers and mothers who have recognized the supreme importance of the profession of parenthood and the true meaning of co-operation between home and school.

MARGARETTA WILLIS REEVE.



A MOTHER-DREAM

By Elizabeth Hart

*Dear little lad, with your cannon and fortress,
Your painted lead soldiers with trappings so gay—
Playing the captain, commanding and guiding them,
Gallantly, joyously, heading the fray.*

*Much does the glamour of battle allure you,
Little you know of its carnage and woe;
Marshalling troops on the carpet before me,
Bright face a-beaming and soft eyes aglow.*

*Wistfully watching, I dream of the future,
Glimpsing the man in the warfare of life;
Not mid the roaring of guns would I find you,
Not where the poisonous gases are rife.*

*Dear bright-eyed captain, a warrior I see you,
Rallying the fainthearted, leading the fight;
Flaunting aloft—not shamedfaced, but daring—
The banner of Justice, the banner of Right.*

*Comrades are falling, disbanding, retreating,
Wounded and scarred by the thrusts of the foe—
Oh, do not fail me—press on, my brave, strongheart,
Defeat of the spirit you never must know.*

PARENTS AS CO-OPERATIVE TEACHERS

BY DR. C. C. MCCrackEN

Professor of School Administration, Ohio State University

AS THE father of two girls and two boys, all of whom are about as active as the law allows, I feel quite at home in a P. T. A. meeting. In fact, however, the P. T. A. has become more of a puzzle to me each year since I have become an active member. Many times it has seemed to me that it should be called the M. T. A., for so few of the fathers seem to be active in the association. Then, again, it has seemed that it should be called Pupil T. A., for the teachers receive the guests and serve the refreshments, while the pupils furnish some entertainment. A teacher not long ago argued at some length with me that mothers are far more interested in the children and what they are doing in school than are the fathers. She based her argument entirely on sex traits. After arguing the case for some time, I informed her that I am as much interested in our children's school work as my wife is. She attributed that to my interest in education and not to interest in my children. Naturally, the association in her school was an M. T. A. where the teachers served delightful pink teas and where a father was as much in place as the proverbial bull in a china shop.

Let us grant in the beginning that there are parents who are not interested in their children. Into some homes children come as unwelcome guests. Into other homes the children are welcomed with great enthusiasm and pleasure, but when the presence of the child interferes with club life, social functions, political activities, etc., the parents quickly lose interest in the child and allow him to drift for himself. It is one of our gravest social dangers that this is happening in many of our so-called "best" homes. In other homes, the parents, though willing to do all possible for the child, do not know what is best and often resort to practices that are seriously detrimental both to mind and body. In still other homes we find, all too seldom it

seems, parents who are old-fashioned enough to realize that the home is still the basal institution of society and that it can still be made the center of the life and thought of the children belonging to it. It is with all these children and with all these parents that the school must reckon in its attempt to bind together the diverse elements of society.

To some persons the child is still but a small animal unworthy of any serious attention until he approaches school age. Parents—well educated, too—have told me seriously that they could see nothing to enjoy or admire in a baby less than three years of age. Certainly they must have left the care of the child entirely to a maid, for the rapid and almost unbelievable changes which come within the first year or two of a normal child's life cannot but challenge the admiration and the wonder of any careful observer. It is not my intention to review these changes today, for you are doubtless as familiar with them as I. It is, however, in place to call your attention to the fact, familiar to any parent, that within the first twenty-four hours the child has started his formation of habits. In a very few months—yes, weeks—he will have developed habits that are very difficult to change. Nor are these habits entirely physical—they are social and mental as well. As the years slip by, these habits become firmly rooted, as the first-grade or kindergarten teacher well knows. The conscientious parent will have made this habit formation a matter of serious concern, while the disinterested or careless parent will have helped to form as strong habits, but in all probability of a far different character.

In these early years a rich store of information will have been gained. It is astounding—the amount which a child must and does learn in the first five or six years of life. To some parents, the correctness of this learning is a matter of no

moment. Unfortunately, some parents take the attitude that it will be the teacher's business to straighten it all out for the child later, while other parents teach many things thinking that they are correct, while these are in fact wrong. The confidence of the child is so great that untold harm can be done in a few minutes' time by thoughtless answers. My little girl of five came to me a few days before entering school and said, "Daddy, two and two makè four." Thinking to test her out, I replied, "Two and two make five." She laughed and walked away, leaving the impression with me that she knew I was joking. A few hours later I overheard her in a heated argument with her older brother. She was maintaining that two and two make five "because Daddy said so." I hastened to the scene of action and corrected the error, in addition to making all due apologies to the child. Just a few days ago my boy asked me, as we were riding along, about the peculiar fog which arises from the Florida lakes. My explanation was brief, and I wondered whether he understood. Yesterday his mother gave someone a different explanation, and I overheard him explaining that Daddy had said it was thus and so. Evidently he fully understood my explanation. As I am not positive that my explanation was any more sound than his mother's, his teacher may yet have to settle the dispute. In brief, the child gets through various channels a stupendous amount of information in those early years, and the parent should exhaust every means to help to correct any serious misinformation.

Besides habit formation and the gaining of information, the child is forming his attitudes and ideals. It is an old Talmudic maxim which says, "One learns much from his teachers, more from his classmates, but most of all from his playmates." Especially is this true in regard to attitudes and ideals. On the street or in the home the child is getting a fundamental training, whether it be right or wrong, in law and order, in those characteristics which will later make him an asset or a liability to society. In the church he should be get-

ting the fundamentals of religion, upon which all brotherhood is based. If not in the church, he is building a foundation for social relationship which must be reinforced by some other social agency. Somewhere he will be building an attitude toward school that will be either a decided help or hindrance in gaining an education. Parents may take any one of many attitudes: (a) The school, a place to send the child to get him out of the way; (b) a requirement which robs the parents of a means of income; (c) a means of scaring the child into obedience; (d) or a place for continuance of previous training. It is to be hoped that parents may fully realize the advantages of presenting the school to the child in the latter light. Here he may go to supplement information gained thus far. Here he may both learn and do many things which the home cannot offer.

But we are faced with a practical problem. Graduate students who wish to prepare for school superintendencies come to my classes assuming that they know primary education. It becomes necessary to send them to the primary grades to observe what is being done. Usually they consider one day's observation sufficient. It then becomes necessary to send them back time and again in order that they may fully understand the present-day methods and devices of the primary teacher. These students must all be experienced teachers before they can secure graduate credit in school administration. But what about the poor parent? Many of the parents have never had even a high school training, to say nothing of normal school training. Few have had teaching experience. Many learned to read as you and I did—learn the alphabet and then start in with c-a-t cat. That the first-grade child is not expected to know or name the letters of the alphabet seems absurd. The phonic, the word, the sentence method of reading are all outside of the realm of knowledge of the great majority of parents. In fields other than reading, the same degree of difference pertains. The changes in method, in content and in devices in the past ten years seem

almost beyond belief. Now, too, the child must be given all manner of tests, physical, mental, moral, social, emotional, ad infinitum, until sometimes the parents wonder whether they should ever have been allowed the responsibility of having children. In brief, the parent is lost in the intricacy of the newer developments in education and usually cannot understand the whole business.

Added to this confusion, the father and mother have many duties that prevent their giving the time necessary to keep pace with the educational growth of the child. Probably it should not be expected that they should attempt to do so. What, then, is the function of the parent in relation to the school? What is the purpose of the P. T. A.? Certainly the P. T. A. should not be an association for social ends or for the entertainment of parents by teachers and pupils. Neither should it be an organization devoted to meddling directly with the administration of the school or the teaching within the school. It should, rather, be for the constructive purpose of the study of means of co-operating with the teachers, principals and superintendents. With such a purpose it may turn its attention to (a) improving home study conditions, (b) pro-

tecting the morals of the children through careful attention to dress and manners, (c) directing of social activities outside of school, (d) affording materials and activities that will properly supplement the offering of the school, and (e) carrying into and through adolescence desirable habits and traits of early years while eliminating undesirable habits and ideals or substituting right ones for them.

In such a program both fathers and mothers should be vitally interested, and they can, through the P. T. A., materially aid the teachers in the proper education of the child. In order that such a plan may reach its fullest fruition, the parents should become active members of the association at least one year, and preferably two, *before the child enters school*. The task of the parent as a co-operative teacher is primarily to inculcate in the child habits, attitudes and ideals which the school can reinforce, and to aid the school by offering to the child the best possible environment and supplementary materials. The P. T. A. should be the clearing house for the determination of methods and means suggested above that will assure the educational advancement of the child.

FROM FATHER TO DAD

BY ERNEST L. THURSTON

JOYOUS is the home that boasts of a real Dad! The problem of becoming one is a very genuine problem of Fatherhood.

From formal "Father" to informal "Dad"; from the "Old Man" to pal, from the least known member of the family—often practically a stranger to it—to chum; from family disciplinarian to close confidant, without loss of control; from the youngster's supply officer to "one of them"—these are steps to true paternal and family happiness.

Of course—as is proverbial—a man remains ever a boy at heart. In ways he never grows up. But so many masculines, with the passing years, are able to conceal the fact with greater or less success. So

many fathers become hard-shelled. They crust over with the years; and while sometimes denominated "crabs" they are not sufficiently crablike to shed their shells periodically. To a natural crustiness they add the shell of business, the shell of constant evening absence at club or lodge or outside interests, the shell of worries and mature problems, the shell of weariness and mental fog, following on stressful office days.

Yet more than a few heavily-pressed men of affairs cross the dividing line back into boyhood and youth, when at night they cross the thresholds of their homes. Many a hard-driven day laborer is a loved pal, after hours and on holidays, in his hard-won, hard-kept home. It is in the

stuff a man is made of, partly; partly it is in the point of view, in the seemingly little sacrifices of time and energy and thought that, after all, turn out later not to be sacrifices, but the wisest of investments in the joys of family happiness.

Most fathers, I believe, love their children. Let some sharp emergency arise—serious illness, perhaps accident, a noticeable wrong inflicted from outside, and how the defensive instinct to save and protect floods their beings! *And how fathers fight then!*

Or let a child win special honor in school work, or in athletics, or win recognition in his early work, or show courage in the face of danger. How father boasts—away from home! He glories in the accomplishment of his offspring, although, alas! in many a case the old shell closes up at home, and the youngster never imagines his depth of approval and pride.

And most children and young folks, even in this freer age of youth, long—at least secretly—for fathers to honor, and love and “pal” with. The youngsters, too, taking a leaf from the oldster’s book, may conceal the fact of their approval when they *have* a real Dad. Human shells are by no means confined to mature years. Youth has them—boyhood, at certain ages, especially. But the glow of pride and happiness is there, even if shut off from full illumination.

It is then no light problem of life—this general proposition. In this day of threatened family disintegration, it might well be termed a vital proposition in the safeguarding of the true home spirit.

The entry into the kingdom—or should I say democracy—of palship is by no means always easy. Travel may be by blind or rugged trails; perhaps even a way must be blazed anew. There are self-reserves the father must tear away. There are child-reserves to be more gently drawn aside, lest the true child spirit be driven deeper into retirement.

Child-respect for his parent is a first step. Father really much watch his P’s and Q’s of conduct and of attitude. Masculine pettiness and irritability do not nourish palship growth. The not uncom-

mon home discourtesies of speech, or attitude, or act—seldom breaking out in outside contacts—must be banished from inside. Habits that are not fine, but represent lowering of quality, a slackening of personal fiber, must be inhibited. Do children spot them?? Sure, *they do*.

Doing things for the child marks an early step. This does not mean getting things for the child, or giving him money to buy them, or paying someone else to make them. It means getting out hammer and saw, and nails and glue pot, or spade and wheelbarrow, and actually going at the job of *making* them. If one’s hand is out, it must be gotten in. It *ought* to be in.

If the work is crude, never mind. Make something that really appeals to the child. The child will imagine beauty and perfection because he beholds Dad’s hand in it. He does not measure by money value, but by time spent. He values far higher the moments or hours a busy father actually spends in making something for him than he would value the money Dad might earn in the same time and pass over to him.

Busy Dad wins when he takes a bit of evening rest time to hang a hempen rope over a hickory limb in the backyard, and attaches thereto a discarded automobile tread for a tire swing, of which the youngsters will never tire. Busy Dad wins a child’s mark of true love and esteem when he constructs, however crudely, a child’s heart’s desire.

Small Edward’s heart’s desire, following sight of an old canal, was a toy canal boat with a forward compartment where toy tow mules could pretend to eat real hay. The canal boat must float when heavy rains made boy construction of canals possible. At other times it must be capable of being drawn on dry land. For birthday, or Christmas, or special occasion, it was put forward as the *one* gift desired.

Dad sought it in the city. Toy shops had it not. So finally Dad began slipping down the cellar stairs at night, and there he sawed and hammered, refusing, on his return, to answer eager small-boy questions. Then he painted and he varnished and he fitted the casters. Crude? Of course it was. Dad had doubts of the result, even

though gradually interest grew—his interest.

But Edward? Why, he visioned everything as *just right*. He felt his dearest wish fulfilled. The canal boat creaked over the walks of the neighborhood. It entranced the small boy's chums. Wasn't it different from any other toy?

"*And Dad made it with his own hands!*" That was the big fact announced proudly to all—old and young. Never had Dad found himself so thoroughly advertised. The only complainants were other boys' dads who suddenly found themselves under fire.

Do something *with* the child. The sand box, a regular swing, the first lawn tennis court the complete railway system, laid out in the unused section of the attic, all these may be constructed, with Dad perhaps the directing force, but with *all* lending a hand. Common work establishes common ties. And later, if Dad now and then gets into a tennis game—perhaps to be roundly licked—what matters it? Or if he is caught sneaking up to that complete railway system to try a lone hand on a certain "run," what's the harm? Answer: None; it's all to the good.

Let the child *tag*. The little youngster likes to tag the Dad he has missed all day. The youngster does get under foot. He clogs the wheels of progress through the nightly chores, or in the garden rows. He may trample pet seedlings, or handle the first fruits of the harvest so constantly as to detach them from their stems and bring them to untimely ends. He may "help" by pulling up the carrots, as vicious weeds, while carefully watering the few sprays of ragweed left in the same rows. But he likes to be near and to assist. And on small beginnings here, on childish questions and serious answers, on labor side by side, must be built a foundation for future walking together.

Talk with the child as man to man. Talk naturally in tone and word. Follow his leads as to subject matter and keep on his level, but avoid talking *down* to his level. There's a difference. The child spots it. A child likes to feel on the same plane. He likes to make a contribution to the hour if only in conversation.

Go somewhere with the child. It is a good thing to go out with the whole family on outings and on holidays. It means much for all to be away together. The automobile has much charged against it, yet there is many a mark in its favor. Here is one. Stand by any highway, after working hours, and note how many *families* are out for an hour or so, bound together by the car's metal sides. Yet *sometimes* Dad should go away just with *a* child, his child. At first it may be for just a short walk or ride, where two can be chums and confidants, and three would be a crowd. The closer intimacies of father and son sprout at such times.

I know of a very busy man who takes several days off each year to camp alone with his son. They are just two together, mutually helpful, mutually dependent. They swim and fish and canoe and cook and do chores. They are thrown intimately together. And of evenings, over the little fire, they talk together as equals. From out of that week they come bound together by bonds of sympathy and faith that hold strong through all the fifty-one busy weeks that follow.

Read *with* the youngster, as he comes from childhood. Before that, read *to* him, or her. The age of adventure dawns. Books of action beckon. Sometimes Dad comes upon one of Son's exciting ones, sneaks it away for an idle moment, and swallows it with all Son's avidity. Why not read it openly together, or at about the same time. Strong, clean books of adventure have their place. And if both Dad and Son establish a common interest in a live book, and one or two more to follow, Dad has inserted an opening wedge to lead Son into the *best* books that still will feed the cravings of his years.

These are but signposts on the road from distant Fatherhood to sunny, intimate Dadhood. Once upon the road, following perhaps these pointers, the way broadens. Other signs appear. There is little chance of wandering astray. Come then confidence and confidences, faith each in each, guidance without forcing, love. Dadhood looms ever nearer. It is a land of happiness.



SYRA, THE GREAT EXPERIMENT

BY LILLIAN M. ASCOUGH

THE generosity of the Parent-Teacher Association toward every appeal from Near East Relief has proved the philanthropic interest of its members in the urgent need of the homeless and parentless children who look to America for every mouthful they eat. It has proved also their commendation of the constructive work that is making self-supporting citizens and future leaders of these little derelicts.

There is nothing haphazard about the plans that give to every boy and girl the simple schooling that will lift them from the ranks of illiterates and the careful training in a trade or craft that will enable them to maintain themselves when they leave the orphanage. Nor, on the other hand, are the plans so cut and dried that they cannot be adapted to local needs or individual circumstances. Foremost American educators have passed on them, and rarely intelligent and consecrated men and women are putting them into effect in the various orphanage centres in Greece, the Caucasus, Syria and the Holy Land.

As an example of this splendid experimenting in making a home of an institution, the orphanage on the island of Syra in the Aegean Sea is eminently successful. I bring to the Parent-Teacher Association a report of my recent visit to Syra as illustrating the activities of the relief organization which has had the administration of the association's donations.

Syra is just a night's steaming from Piraeus, the port of Athens. A boat was to leave on the very morning of my ar-

rival in Greece, and I boarded it at once, eager to see the orphan-built, orphan-run institution of which I had heard so much. The change from the "Adriatic" to this small craft was marked, but the longest night will end, and morning found us in the roadstead of Syra. Through the darkness that precedes the dawn there came the sound of splashing oars, and over the side climbed one of the larger Near East Relief orphan boys with inquiries for the American lady whose arrival had been cabled from Athens. He spoke quite understandable English, and I was only too glad to go ashore with him and wait for daylight on the quay.

But daylight was long in coming, and I was impatient, and so we started to walk the two miles from the quay to the orphanage. It was an unforgettable experience—the white stone houses of the town glimmering ghost-like through the darkness; the soft lapping of the waves hinting the mystery of the sea; the breaking of dawn beyond the distant sister islands of the Cyclades group—and all shot through with the feeling that America was a long, long way off.

The sun was up when we came in sight of the orphanage, the great bulk of the buildings and the walls, the green of the vegetable gardens and the waving plumes of the bamboo windbreaks touched to softness in the morning air still laden with the moisture of the night. It was hard to think it a spot that could harbor grief or sadness or even the severities of practical living—

especially hard when there came to my astonished ears the sound of music, of children singing.

"Is there an early service today?" I asked my young guide remembering that it was Sunday. "Or a festival?"

"Neither," he answered. "It's just the children singing. They always do it while they're policing their rooms before breakfast. They're happy, that's all."

Orphan children singing from sheer happiness! I wonder how many orphanages on this side of the water can match this record!

It needed only a greeting from Mr. and Mrs. George D. White, formerly of Grinnell, Iowa, directors of the Syra Orphanage, to understand that children in their care would be very apt to sing. The Whites love their work. They love the children individually. What they are singing in their hearts the boys and girls put into words. Even the smallest toddler is not a bit afraid, laughing delightedly when Mr. White tosses it above his head, clinging with affection to Mrs. White's skirt or smoothing the visitor's fur coat with a soft little hand and a murmur of the Armenian equivalent of "Nice kitty! Nice kitty!" The older orphans are no less fond. The boys have named their self-governing village White City. An orphan girl recently married to an "ex-orphan" boy now at work in one of the island industries, devoted a part of the bridegroom's first pay envelope to the purchase of a bit of linen which she embroidered as a lovely doily for Mrs. White and brought to her on this Sunday afternoon of my visit.

The children are Ottoman-Greek, brought out from Anatolia after the Smyrna disaster, and Armenian. The Sunday morning service combines songs and rituals from the various churches to which they belong. Greek Orthodox chants, a Gregorian chant in Armenian, a song from the Armenian Protestant hymn book, a hymn in English were all on the program to which I listened. The Boys' Orchestras and the String Quartette furnished the instrumental music. Dr. Marden, head of the Near East Medical Department in Athens, gave a talk

in Turkish, which is understood by almost all the children. The service ended with the Lord's Prayer recited in concert in Greek, the tongue which all the children will use in the future, and in which they receive daily instruction.

On Monday morning I was taken through the schools where classes were being instructed in arithmetic and reading and geography, Armenians and Greeks being taught separately for reasons of language. The children up to the age of eleven have a full day of school. From twelve to fifteen they spend half a day in school and half a day learning a trade. There are a few boys over fifteen still unplaced in outside industries, and these youngsters have a full industrial day and go to night school.

Owing to their early hardships almost all the children are a year or more behind the usual school grade for their ages. They realize it and are eager students. But, after all, they are only youngsters, and once in a while they will be naughty. I came across a group of delinquents in my passage through the buildings. They were little girls, each with a card pinned to her back stating the fault that had brought her into disgrace. The punishment was greatly aggravated by the fact that the American visitor was a spectator. The American visitor's private sympathies were very lenient, especially toward a small girl whose twinkling eyes showed an unrepentent spirit—with all the fascination that may inhere in rebellion.

The emphasis at Syra is laid on industrial teaching, for when the work of Near East Relief is over the organization will leave this new group of buildings, built by the boys themselves from the local quarries, as a permanent contribution to the generous little country that gave shelter to a million and a quarter refugees. The State of Virginia is making liberal donations to the upkeep and advancement of this industrial school.

The variety of work taught at Syra is wide. All the occupations that had to do with the erection of the buildings served as fine training for the larger boys who were

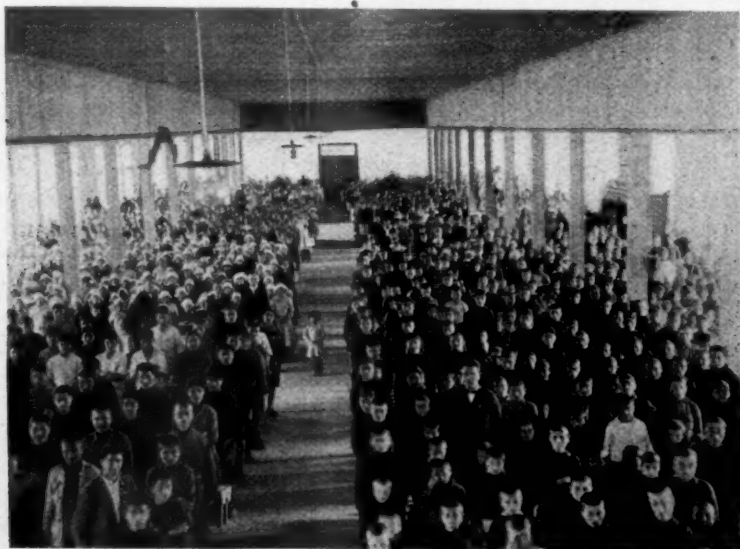
almost at once "graduated" into the trades and industries of the island. All the trades needed in the running of the orphanage are in the hands of children. They do all the "jobbing" about the place, make the roads and the clothing and the shoes, bake 3,000 loaves of bread a day, raise a million pounds of vegetables a year and cook them when they are raised, and engage in more than a dozen other occupations. A few imported pigs are making the Syra breed look like pygmies. Geese and turkeys and chickens make the farming attempt look like a real farm.

Near East Relief has established during its service overseas hundreds of hospitals and clinics, but the hospital at Syra is the only one built for the purpose for which it is used, the only one that had running water laid on from the beginning. Here, as in every other Near East Relief clinic, treatments are given daily for trachoma, the eye scourge of the Levant. Miss Jenny Ryan, the American nurse in charge, and her staff of native nurses make the painful copper-sulphate application. At the door of the clinic stands a small Armenian girl, checking off the names as each patient appears. A most businesslike young woman she. If any child does not appear, she sends off a Junior Leader to hunt him up.

The Junior Leaders are the heads of

families, so to speak. The children are divided into groups of ten, boys and girls, and of differing ages as would be the case in families. One of the larger boys or girls is made Junior Leader, responsible for the group. Three groups make a division under the care of a Senior Leader. It is the ambition of every boy and girl to be a Senior Leader, since they are both trusted and privileged. Three or four divisions are combined in a unit under the leadership of a teacher. This form of organization encourages initiative in the children.

Everywhere, in dormitories, school-rooms, in the dining room, on the grounds, there is orderliness, cleanliness, discipline, but no taint of institutionalism. It is a model of what can be done with large bodies of children, a situation always difficult to reduce to terms anywhere near approaching the homely activities of family life. Syra is a big accomplishment. For the children it is opening a new life in which they will play a worthwhile part. For the Near East these American trained boys and girls, reared in the love of their adopted guide, philosopher and friend, are an asset of the highest value. The Parent-Teacher Association may be proud of having had a share in rearing them, in being participants in an experiment rewarding in the present and of wide usefulness in the future.



THAT IMPOSSIBLE CHILD

BY ELIAS LIEBERMAN

KING SOLOMON knew a thing or two about educational theory. "Spare the rod and spoil the child" is a prescription on which some of our best citizens have been whacked into respectability. It is not a cure-all, however, and the pitfalls in the path of the average American parent are of infinite variety. I wonder whether in a prophetic vision the good old monarch ever saw the numerous ways in which the modern youngster may be spoiled. It would almost seem to the observer that each mother—the father, too when he can spare the time from pressing business concerns—has an original way of achieving it.

That impossible child, it must be noted at the outset, usually belongs to some one else. When he is our own little Egbert, we know he is good at heart, bless him, although he does enjoy sticking pins into sister. We remember that he takes after his great-grandfather on the mother's side, the one who in spite of a wild childhood, settled down, became the proprietor of a pickling establishment and the founder of the family fortunes. But to one outside the reminiscent family circle, little Egbert is just a plain nuisance, to be endured only in order that diplomatic relations with the parents may remain unbroken.

What follows is the result of the writer's personal observation in a large summer boarding house that caters to the family trade. Many of the methods used by parents to make their offspring behave are worth setting down as studies in futility, for the entertainment and guidance of those who must wrestle with similar problems.

PRESERVING INDIVIDUALITY

A favorite excuse of the weak mother whose child tramples over everything rough shod is that she is preserving the youngster's individuality. The straight and narrow path may be good enough for others, but it does not afford the latitude required for the development of her particular darling. Such a mother was Olga, a

name we may use for convenience. Her boy Ivan was the type whose mischief usually took a malicious turn. When not closely watched for example, he would sally into the restricted plots on the hotel grounds and mutilate the flower beds. Although he was eight years old, his actions at the table were utterly irresponsible. On one occasion he began flapping the table cloth and succeeded in overturning the plate of soup set before his mother. When Olga expostulated mildly, he laughed, picked up two castors near by and pretended they were pistols. He pointed them at his mother and shook enough salt and pepper over the neighborhood to satisfy the most depraved taste. He was led out wriggling and bawling, only to be brought back, unrepentant, a minute later. He signalized his triumphant return by kicking *en route* a little playmate who was too obviously enjoying his discomfiture.

Olga read Ibsen, Hauptmann, Sudermann, Schnitzler, Maeterlinck and other advanced continental authors. She knew all the variations of the matrimonial triangle. Her educational views were based vaguely on Rousseau and natural punishment. "Putting it up to Nature" was Olga's specialty, much to Ivan's delight. In reply to the proprietor's expostulations—he was disinclined to see his place in ruins about him—Olga condescended to explain that she was not like other mothers. She wanted it clearly understood that there was nothing old-fashioned or mid-Victorian about the way she brought up her child. She would not stifle her child's individuality by administering corporal punishment. The hotel keeper, not being a child specialist, crudely demanded financial compensation for all damage done. It might hurt Ivan's individuality, he said, but if he ever caught him near those flower beds again he would kick him into the middle of next week.

Olga was outraged. She declared that anyhow the whole place was utterly bourgeois and did not furnish the in-

tellectual background necessary for Ivan's fullest and freest development. Mother and son left amidst the ringing of bells and the clatter of tin pans. A good time was had by all present.

I was reminded of a story I had read somewhere in which a hotel guest complained to a mother that her son was unruly. "I believe in preserving my boy's individuality," answered this mother as Olga had done. "Madam," replied the complainant tartly, "before you preserve his individuality please see that it is worth preserving."

OVER-INDULGENCE AND OVER-SEVERITY

Jerry, an under-developed youth of about thirteen was one of the most interesting cases there. During his public school career he had been the victim of retardation a number of times, with the result that he was far below the grade in which he should normally have been. His father, a collegebred man and a successful merchant, chafed at the fact that his son was so unpromising.

Finally paterfamilias asserted himself and insisted that Jerry devote at least an hour a day to mathematics, the subject in which he was the weakest. This command was given in public—a serious error—with a number of interested boarders as an audience. Jerry sullenly remarked that he preferred to pick huckleberries. Thereupon the father ordered him to his room. The boy stood his ground. Very much mortified by his son's tactics, the father by sheer force, carried Jerry into his room and compelled him to open the arithmetic text book.

Psychologically the whole proceeding was wrong. You may lead a child to a book but—ah, there's the rub.

We were all unprepared, however, for the grand climax. At supper time Jerry was nowhere to be found. When night had fallen and still no Jerry, telephone communication with the police authorities began. The poor mother, an affectionate but over-indulgent woman, was at the point of hysteria. Next day, the sheriff of a town about thirty miles away telephoned

that Jerry was being detained until his father came to get him.

It seemed that Jerry had hitch-hiked it away from the hotel out of a sense of pique and a desire to get even. When he offered his services as a farm hand, suspicion was aroused. The local authorities, on questioning him, decided that he was the boy sought.

The trouble with this boy's bringing up was the fact that never had he encountered real determination on the part of either parent. After this episode, for example, Jerry took his place in the community as if nothing had happened. He was entirely forgiven. I know the family and I am informed that the boy's school progress is still very unsatisfactory. He failed of promotion in the last grade through sheer cussedness, refusal on his part to do the required minimum. Nothing short of a family disaster can shock the boy back into common sense.

THE CHILD THAT WILL NOT EAT

Jerry's appearance indicated generally both under-feeding and anæmia. At the table he refused the most nourishing foods, subsisting, it seemed to me, on the berries he himself had picked and on potatoes. Milk, eggs, meat, blood-building vegetables were utterly ignored. Arguments, pleas, explanations were equally futile. The boy had become "hard-boiled." I saw clearly by the way his little brother Buddy was treated, just what had made Jerry so impervious to all influence. Let us, for a moment, turn our attention to Buddy, seven years old, and his mother's particular pet.

At the table near this little boy sat two older sisters, a brother-in-law, a prospective brother-in-law, Jerry, the father and mother.

"Buddy, why don't you drink your milk?" inquired the mother, firing the opening gun.

"Why don't you drink your milk?" echoed the two older sisters.

"Why don't you drink your milk?" asked the brother-in-law—that was with the brother-in-law-to-be a close second.

"Drink your milk or I'll whip you," thundered the father, never intending—as Buddy well knew—to make the threat good. The only silent member was Jerry, glad for once he did not hold the center of the stage.

Any intelligent adult can realize just what was happening. Buddy craved attention, dramatic attention. It was flattering to his self-esteem to be noticed by so many people at the ceremony of drinking his milk. Relatives down on their knees metaphorically, friends and neighbors deeply interested, the spotlight focussed on him, all this was better than meat and drink to Buddy. When, at last, he drank the milk it was with enough acclaim to satisfy an opera soloist before an audience of unrestrained enthusiasts.

Buddy and Jerry may grow up into good men and true, but if they do, it will not be because of effective family guidance.

THE THREAT THAT MEANS NOTHING

By constant repetition the noblest words known to man may be rendered meaningless. After awhile one loses, in a sort of verbal daze, any meaning which attaches to an over-familiar succession of syllables. This is true not only for children but also for grown-ups. As an experiment try saying the sentence, "Do a good deed daily" at least fifty times. The result is a mental blur. This has its application in the character sketch that follows.

Sandy was a sturdy little tot of four who much admired the erring and impetuous Ivan, already introduced. He tried in a small way to be like his notorious prototype. Sandy's specialty was annoying other children, especially little girls, at play. He would upset their mud pies, scatter their dishes and interfere with them in as many ways as his malicious ingenuity suggested. His mother had only one string to her fiddle and she played upon it a monotonous tune.

"If you don't stop that at once," she would say invariably and severely, "I am going to write to father."

Once upon a time, perhaps, Sandy took his mother's threat under advisement. That

blessed era, however, had long since passed, even though the mother did not know it. He was now at a stage when his mother's epistolary intentions interested him not at all. He usually countered with "I don't care" and started his depredations anew as soon as he felt that it was safe to do so. This miniature "bad man" was effectively checked in his career of evil when one of the men, with the mother's permission, applied King Solomon's recipe. What Sandy needed was action, not words. He got it. It served to improve his memory wonderfully and turned him into a decent, law-abiding member of society.

TOO MUCH PRESCRIPTION

Rodney, another youngster there, had a meticulous, irritable father and a patient, gentle mother. In this instance the man considered himself an able disciplinarian. He probably was, with the classes of boys and girls he taught in a large cosmopolitan high school. Rodney, however, was the victim of too many paternal commands. School methods did not bear transplanting to the family circle.

"Don't go within three yards of that stream, and be back at half-past twelve sharp to recite your multiplication table," commanded the sire.

That morning while the pedagogic father was busy on a new syllabus he was preparing, Rodney tripped into the brook and emerged a wetter though not a wiser boy. For this, the father, angered at the interruption to his work and hurt that his order had been ignored, administered a few energetic slaps. Rodney bawled his indignation and ran out. He did not report at twelve-thirty and, when he did arrive, twenty-five minutes late, the dinner bell had rung. For this Rodney became a "slap-holder" once more, as he himself poetically put it. At dinner he nibbled tearfully the food set before him, in imminent fear of another paternal visitation. The sword of Damocles fell again during the afternoon when Rodney showed comprehensive ignorance of the table he had been asked to master. I doubt whether

the father realized that he was overdoing a physical stimulus.

In this case, fortunately, the mother used an entirely different approach. She was idolized by Rodney. He obeyed her as a matter of course and of love. Her problem was to change the husband's tactics without appearing to nullify them before her son. She took special pains to support the father's rulings. Rodney, while he received plenty of sympathy, was never made to feel that by implication it conveyed disapproval of his sire.

As Rodney grows older this father will have to watch his step. Corporal punishment administered too frequently may break a boy's spirit and turn him into a coward. To escape consequences, such a youngster will whine and lie. Or the process may develop in the growing youth a state of chronic surliness and disobedience. Let us hope that the mother's wiser, gentler methods will prevail.

UNWHOLESOME NEGLECT

One mother was very fond of crocheting and its first cousin, gossip. She sat on the front porch, from meal to meal, working away and babbling. What she said was usually immaterial, but she said it with a continuity that suggested the invincible action of natural forces. Her little girl, Anna May, would wander about the premises like a lost soul. Like every child she craved attention. Not getting it at all from her mother, she endeavored to force the issue by being "bad." Parents must take into account this dramatic urge on the part of children and adolescents. Each little girl wants to be a leading lady in the family show. The legitimate modification of this feeling into self-confidence and purposeful endeavor takes much time and patient effort. Anna May, like Sandy, was poor company for the other children. She did not know how to play nicely. At her approach the others set up screams of "She's here again" and "Take her away."

The advice that might have helped Anna May over difficult stumbling blocks in her efforts at adjustments with her fellows was

never uttered by her mother. The latter, basking in her self-sufficiency, ignored all but the most imperative calls and left the child largely to the influence of others. Like Godfrey Cass in "Silas Marner," she must have believed in favorable chance. A promising bud was developing, to all appearances, into a tenacious little weed.

DEVELOPING MOLLYCODDLES

Herbert and Harold supplied the comic relief of the children's drama, which was enacted daily. Their mother was a benevolent, fussy person who insisted on regulating her children's actions every minute of the day. We have all met ladies like her, who kill with kindness.

"Be careful how you walk on that road, Herbert." "Did you say 'Excuse me' just now when you passed Mrs. Burroughs?" "Be sure not to step into the mud; remember you are wearing your new shoes." "And, goodness gracious, look out for automobiles! Walk on the left side of the road so that you can see the cars coming. Take no chances." "And be sure to rest the moment you feel the least bit tired." These were some of the directions Herbert, a lad of fourteen, got before he started on a five mile hike under the leadership of one of the men. The boy listened with ill-disguised impatience, as if to say, "What can a fellow do about it? I have to listen to my mother."

Under the influence of the other boys and desiring to maintain his prestige in their eyes, Herbert did exactly as they did. He made no effort to avoid the mud ruts, even though he probably foresaw his mother's pained expression when she would look at his shoes.

Harold, six years younger, was also made the butt of attentions that he actively resented. His mother insisted upon straightening his bow tie, upon patting a stray wisp of hair into place, upon relacing his shoes, upon dusting him early and often. Harold, like Herbert, was naturally an amiable and obedient youngster. Under this treatment, however, he became restive and rebellious.

"Let me alone," he would grumble in futile protest, "I'm all right."

What aggravated this situation was the fact that both of the boys were sensitive to the amused smiles on the faces of other adults, while their mother was directing them not wisely but too well.

In cases of this sort the mother's authority usually becomes negligible. When children lose confidence in the good judgment and in the common sense of those in positions of authority, the power and influence of the adults concerned begin to wane. Just a bit of what Anna May was getting all the time, neglect, would have done both of these boys and the mother a world of good.

I realize fully that the few instances mentioned do not exhaust the possibilities of children's behavior. In many ways, however, they are typical of situations arising in hundreds of homes. No one dares pretend to offer a panacea for all cases. Sometimes the trouble is functional and demands the attention of a skilled psychiatrist or neurologist. Generally speaking however, there are three cardinal prerequisites for the successful father, mother and teacher. They are justice, firmness and understanding.

A child must never be made to feel that it is being "picked on" wantonly. The healthy youngster is likely to forgive reproach when it is deserved, especially after time has healed the first sharp shock.

Temperamental parents, however, find that their impulsive judgments are apt to be discounted. Firmness, when it accompanies justice, always elicits respect. A parent who is firm but fair gets love based on a solid foundation of obedience. Children admire strength and readily defer to it, unless it be the strength of whim or of cruelty. Then they take refuge in evasion as a cloak to save themselves from arbitrary punishment.

But the greatest factor in promoting an *entente cordiale* between parent and child is understanding. Every baby is born with an equipment of personality which differs materially from that of other infants. As the little one grows older the parent has an opportunity to study his ways. A stimulus which is effective with one child may fail utterly with another. It may prove either too drastic or too mild. It may not touch the mainsprings of motivation.

The adult wishes, naturally enough, to accept his responsibilities and act as guide, philosopher and friend to the tot beginning life's adventure. But he must be well-equipped, otherwise his leadership will be rejected and the love he proffers will be both undervalued and spurned. He must have as his assets justice, firmness and understanding. The last is most important. It provides the diagnosis and suggests the remedy.

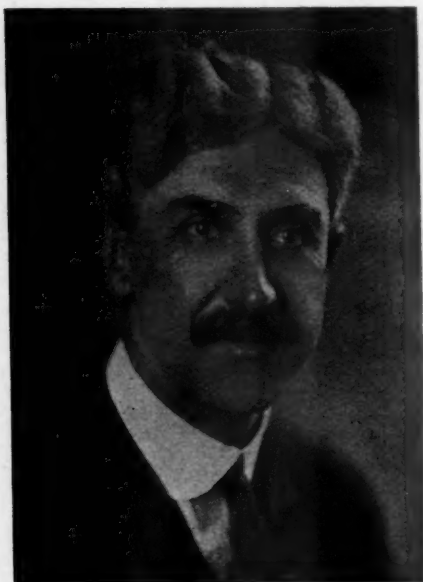
JUNE

*Ah, happy day, refuse to go!
Hang in the heavens forever so!
Forever in mid-afternoon,
Ah, happy day of happy June!
Pour out thy sunshine on the hill,
The piney wood with perfume fill,
And breathe across the singing sea
Land-scented breezes, that shall be
Sweet as the gardens that they pass,
Where children tumble in the grass!*

—Harriet Prescott Spofford.

CHILD DEVELOPMENT

BY DR. BIRD T. BALDWIN

National Manager, Bureau of Child Development

Dr. Bird Baldwin, Research Professor of Educational Psychology, and Director of the Iowa Child Welfare Research Station, University of Iowa, is chairman of the Committee on Child Development of the National Congress of Parents and Teachers.

Dr. Baldwin was born at Marshallton, Pennsylvania, in 1875; was graduated at Swarthmore College and gave further years of study at the Universities of Pennsylvania, Harvard and Leipzig.

As a lecturer on educational psychology in many colleges and normal schools in the United States and as chief psychologist and director of the rehabilitation of disabled soldiers at the Walter Reed General Hospital, Washington, at the close of the war, Dr. Baldwin has gained a national reputation in his particular field. Since 1917 he has been a member of the faculty of the University of Iowa.

He has written many articles, bulletins, reviews and books on educational subjects, his most recent publication being a valuable study of "The Psychology of the Pre-School Child."

THE Bureau on Child Development of the National Parent-Teacher Association aims to assist the members of this Association in a better understanding of the physical, mental, educational, and social development of children from birth through the high school age. For this purpose the Committee is undertaking the preparation of a series of loan papers, outlines, syllabi, and text books covering the periods of infancy, preschool elementary school, junior high school, and senior high school.

STUDY OF THE PRESCHOOL CHILD

The plan of the Committee is to devote the next six months to a special study of preschool children, from two to six years. The period of infancy will be taken up during the next six months, followed by six months each for the three school periods. It is recommended that all study groups and associations that have not adopted a definite program for this year begin with the study of preschool children.

This program may then be correlated with that of Mrs. Clifford Walker's Child Study Circles and with the programs of other associations now studying the same period in child development, such as the American Association of University Women, the Child Welfare Committee of the National Woman's Christian Temperance Union, the National Kindergarten Association, the Progressive Education Association, and the Federated Women's Clubs.

It is requested that state presidents of the Parent-Teacher Associations who have not sent the names of the members of the State Committees on Child Development to Dr. B. T. Baldwin, Iowa City, Iowa, do so at their earliest convenience.

The study of the preschool child is receiving more attention today than ever before in the history of education. Not only is the young child being scientifically studied, but also direct efforts are being made to find out the best conditions for his development rather than the best methods of reconstruction after the results of mis-

behavior have become lasting. The motto that should constantly be kept in mind should be, prevention is better and more economical than cure.

LOAN PAPERS ON THE PRESCHOOL CHILD

(Available through the chairman of the Literature Committee, Mrs. Karl Eaton, 559 St. Louis Street, Springfield, Missouri).

1. *The Preschool Child*, by Bird T. Baldwin, Ph.D.
2. *Habit Formation of the Preschool Child*, by Eva Fillmore, A.M.
3. *Social Development of the Preschool Child*, by Bird T. Baldwin, Ph.D.
4. *Why Young Children are Irritable*, by Hornell Hart, Ph.D.
5. *Why Young Children Should Be Measured Mentally and Physically*, by Bird T. Baldwin, Ph.D.
6. *Suggestions to Leaders of Groups Studying Young Children*, by May Pardee Youtz, Ph.B.

Additional loan papers will be issued each month.

BOOKS FOR STUDY OF THE PRESCHOOL CHILD

Baldwin, B. T., and Stecher, L. I., *The Psychology of the Preschool Child*. New York City, D. Appleton & Co., 305 pages, 61 illustrations. Price \$2.25 and \$2.75.

Gesell, Arnold, *The Preschool Child*. New York City, Houghton, Mifflin & Co.

Martin, Lillian J., and DeGruchy, Clare, *Mental Training for the Preschool Child*. Los Angeles, Harr Wagner Publishing Co.

Johnson, Harriet M., *A Nursery School Experiment*. Bull. 11, Bureau of Educational Experiments, New York City.

Thom, Douglas A., *Habit Clinics for Children of Preschool Age*. Children's Bureau Publication No. 135. Washington, D. C., Superintendent of Documents.

MAGAZINES EMPHASIZING THE WELFARE OF THE YOUNG CHILD

CHILD-WELFARE MAGAZINE, 5517 Germantown Avenue, Philadelphia, Pa. \$1.00 per year.

Childhood Education, Baltimore, Md., Williams and Wilkins Co. \$2.50 per year.

Journal of the American Association of University Women, Washington, D. C., 1634 I St., N. W. \$1.00 per year.

Progressive Education Quarterly, Washington, D. C., 10 Jackson Place. \$2.00 per year.

Kindergarten and First Grade, Milton Bradley Co., Springfield, Mass. \$2.00 per year.

Progressive Education, Washington, D. C., 10 Jackson Place. \$2.00 per year.

MAKE IT A COMMUNITY FOURTH OF JULY

BY I. R. HEGEL

EVERY year, the "morning after" the Fourth presents its woeful list of fatalities among the children. And, while the list is not as long as it was once, it is long enough to cause most mothers considerable anxiety.

Why not, this year, enjoy a safe and sane Fourth by observing the holiday in community fashion?

We have tried this plan out in our own neighborhood with no small degree of success and experienced a far larger measure of fun than if we had celebrated the day individually.

To begin with, each family volunteered some service in the enterprise. One mother

baked cake, another cookies, another made candy, another furnished ice cream, two or three made the decorations and the one who had the most spacious grounds, volunteered her home.

Decorations were a simple matter. We strung red, white and blue electric lights over the premises and decorated the piazza with festoons of red and white cheesecloth and a flag at every post.

Everything was in keeping with the spirit of the day . . . the cookies were star-shaped; the ice-cream (chocolate and vanilla), was moulded in the shape of cannon-balls; the sandwiches were tied with gay, red ribbons and even the candy

was true to form, the peppermint sticks being wound with red paper and tied together in an exact imitation of a firecracker, while the bonbons were twisted in the shape of torpedoes.

The party began at five o'clock and both young and old joined in the opening games. There were guessing games, races, amateur magic and fun of every description.

As soon as it began to grow dark, the fireworks, to which everyone had contributed, were set off by experienced hands. Following the display, refreshments were served. In between bites, the young people danced on the porch while the youngsters amused themselves with harmless sparklers. Later, we all gathered together and sang the complete medley of patriotic songs including Columbia, America, The Star Spangled Banner, Dixie and a score of others. It was indeed a fitting climax to a perfect holiday.

A celebration of this sort does not incur much expense yet it does provide amusement for both the adults and the children. One need not follow exactly the foregoing programme since there is a wide diversity of entertainments for this day. A community can easily choose whatever mode of celebration it desires.

At one Fourth of July party I attended, the guests came in costumes specified by the hostess on the invitation, all the patriotic figures of American history being represented, George Washington, Martha Washington, Betsy Ross, Dolly Madison, Ben Franklin and many, many more. Much of the sport of the evening consisted in trying to guess just who each masquerader was. Masks were worn, of course, and small, patriotic favors were offered those who guessed the largest number of famous patriots present.

Dramatic entertainment is also popular. If there are some men or women with dramatic organizing ability in the neighborhood, a Fourth of July pageant or

theatrical may be staged with felicitous results. Of these plays, "Hiding the Regicides" from "Little Plays from American History" or "The Pageant of Patriots" from "Patriotic Plays and Pageants" are very good. Both of these books are published by Henry Holt and Company.

If one is in doubt as to the appropriateness of a selected play, it is a wise plan to consult the librarian at the nearest Free Public Library. Her advice is invaluable and she will gladly assist one in a choice of new and fitting plays.

Plays of this sort do much toward educating the children and interesting them in things worth while. They can be held out-of-doors at a minimum of expense and, if necessary, tickets can be sold to cover incidental costs. These tickets find a ready sale, for parents are more than anxious that their friends as well as their relatives, see the play in which their children appear.

But, all in all, no matter whether the holiday is celebrated with a play, a party, a masquerade or a pageant, if it promotes the community spirit it is bound to be successful.

Make your plans for the Fourth now! Talk it over with your neighbors, have a social get-together-night in which the forthcoming holiday programme may be discussed from every angle. Assign a part and task for everyone. Be enthusiastic and you will make the spirit contagious.

And your efforts will be well rewarded in three ways:

(1) You will experience the jolliest holiday you've ever had.

(2) You will have renewed your youth, for to celebrate a day with children one must be a "kid with kids."

(3) You will be benefited by a closer, friendlier association with your neighbors. What is more, you will have developed the real community spirit which is the backbone of our American life.

Make it a community Fourth of July!



THE CHILDREN'S FOUNDATION STUDY COURSE BASED UPON "THE CHILD: HIS NATURE AND HIS NEEDS"

CONDUCTED BY M. V. O'SHEA

Professor of Education, the University of Wisconsin

SIXTH LESSON—THE BIRTH OF THE TENDER PASSION

I. HOW EARLY IS THE TENDER PASSION MANIFESTED?

THIS lesson is an extension of the Fourth and Fifth lessons. It deals with the most important phenomenon, force, or influence in human life. As a basis for discussion, Chapter XV should be re-read; pages 310 to 320 should be studied with particular care. The information which Dr. Hall presents is essential to an understanding of the traits and needs of girls from the age of thirteen to eighteen and of boys from the age of fifteen to twenty, allowing for a few extremes both ways, as explained in the Fifth Lesson.

At what age do boys begin to show a sentimental interest in girls? When do girls manifest a similar interest in boys? There is a widespread popular belief that a girl's feeling for the boy awaits upon the boy's expression of affection for her. Is this a fallacy? If it is, parents and teachers ought to treat it accordingly, for the reason that girls are dealt with as though they were lacking in the tender passion until it is awakened by the attention, devotion, admiration, or solicitation of the boy. All our popular literature is full of the notion that the girl must be wooed and won, while the boy exhibits sentimental feeling and desire on his own initiative, not waiting for any suggestion or invitation from the girl.

It is certain that up until the age of fifteen or sixteen, the normal boy treats the girl on the basis of masculine characteristics. If she can "play the game," she is acceptable; if not, she will be rejected. When ever a boy discusses girls, he uses terms and phrases to denote his attitude toward them that are about the same terms and phrases that he uses in describing his boy associates. If a girl playmate is a tattle-tale, if she is a cry-baby, if she is a 'fraidy-cat, the boy ridicules her and shows

that she is not welcome in his group. If the girl is markedly feminine, the boy will dislike her; also if the boy is markedly masculine the girl will dislike him. Everyone who has seen boys and girls develop through this age must have observed how the members of each sex will hang together and make fun of the members of the opposite sex, or ridicule them, or charge them with various shortcomings.

II. HOW SENTIMENTAL FEELING CHANGES THE ATTITUDE OF THE BOY AND THE GIRL TOWARD ONE ANOTHER

To parents and teachers: have you ever observed the change which takes place in the way a boy looks at a girl when he reaches the age of sixteen or seventeen? If so, you have noticed that there is a different expression in his countenance then as compared with the age of eleven or twelve. When the tender passion is born within him, he will never again regard the girl simply as a playmate. Indeed, he will become displeased with her if she shows traits that he tried to cultivate in her before the 'teens. Once he wished her to exhibit masculine traits in carrying on any enterprise in which he was concerned. Now his interest in her is purely personal. He reacts to her emotionally, æsthetically, sentimentally, and his attitude toward her is determined entirely by the kind of emotion which she arouses in him. The change which takes place in the girl's attitude toward the boy is similar in principle to the change which takes place in the attitude of the boy toward her; though he probably is more intense in his reactions than she is. Whether this difference is inherent or is cultivated is a debatable point. The girl and the woman have always been required by convention to be more restrained in the expression of their feelings than is true of the boy and

the man. It may be that if it were "nice" for a sixteen-year-old girl to express her emotion as freely as she would like to, she might not be so neutral as she often appears to be. She might, in fact, be as dynamic and insurgent as is the boy in the expression of feeling.

To the women who are studying this lesson: is the restraint of sentimental feeling, which the girl shows in larger measure than does the boy, due principally to natural disinclination to express the feeling? Or to lack of intensity in the feeling? Or is it due to conventional training? The answer to this question is exceedingly important since it should determine the attitude of parents and teachers toward girls in the teen age in their relations with boys.

III. WHAT TYPE OF A GIRL DOES THE NORMAL BOY PREFER?

Parents will agree that this is a perplexing question. They will also agree that the girl whom a boy prefers is often, and perhaps usually, not the one whom his parents—his mother especially—would like to have him prefer. There is a good deal of conflict between parents and boys in the later teens over the problem of girl friends.

Why does your son choose a girl who is "lively," pretty, and "alluring" over one who is "steady," dependable, and conspicuously good? Why does he prefer one who is thoroughly feminine over one who possesses masculine traits? The answer is—because it is his nature to do so. He is made that way, and he remains that way for a long time, probably until he is rowed over the Styx. Why do mothers prefer the steady, dependable, and "good" girls for their sons? Will the mothers who are studying these lessons please answer?

There are some points relating to this matter that one cannot dogmatize about, for the simple reason that we do not understand all the forces that play through a boy to determine his choice of girl friends; but one thing we do understand—he prefers the animated, attractive, "charming," and feminine type of girl over the opposite type because she awakens livelier feeling in him and holds out a promise of gratify-

ing his feeling of adventure. Nature has evidently outlined this program for the boy for a specific purpose; she is evidently trying to keep girls and women feminine in interest, appearance, and demeanor; the unfeminine types are being left aside and so are not perpetuating their kind.

Should a mother try to determine a boy's girl friends? If she is bent on doing this, she ought not to show her hand in the matter; at least she ought not to be conspicuous in trying to coerce the boy to choose a particular type of girl. Deep down in the boy's nature there is resentment against obstruction of the expression of the tender passion. One way to lose his confidence is to interfere with or to try to pry into his sentimental adventures. If there is anything more personal or private in a boy's life than another, it is his sentimental feeling and experience, and a wise parent or teacher will keep out of this department of his life.

Do you talk to your adolescent boy about his girl friends? Do you speak disparagingly of the girls that he most likes to be with? Do you say to him, "Why don't you go out with this girl, she is so nice and good; but that girl you went with last night is a tomboy, and I wouldn't like to see you with her again?" If you talk to your son in this way, the chances are ten to one that he will seal up his sentiments so far as you are concerned, and that will be the end of all confidential relations between you and him. Why don't you go over your own experience and recall how you resented interference by "outsiders" in your sentimental adventures?

IV. WHAT TYPE OF BOY DOES THE NORMAL GIRL PREFER?

Has any parent who is studying this lesson had a sixteen- or seventeen-year old daughter run away with the chauffeur? This is not an uncommon event. Why does a girl who has such a "nice" home, who has so many friends among the "elite," and who has been brought up in such a refined and "cultured" way, prefer a type of man like a chauffeur to a nicely-groomed boy who is house-broken and all that? The answer is—because nature impels her

to choose a masculine over an effeminate type of boy. If girls could have their way and were not coerced at all by convention, nine out of ten of them would always prefer an upstanding, vigorous, masculine boy companion to one of the opposite type. They would choose the boy with ruddy skin, showing that he has been out in the open in contact with the wind and the weather, over the pale-skinned boy who has been indoors lolling on sofas, loafing on porches, lapping up tea, and the like.

What is the effect upon the girl of coercing her into friendship with boys who do not make a strong natural appeal to her? How is it in your community—do parents play a prominent rôle in directing their daughters away from contact with vigorous, masculine types who do not belong to families of wealth or social prestige? In modern American life, do mothers play a larger part than the girls do themselves in choosing their boy friends and life companions?

V. BOYS AND GIRLS SHOULD BE GOOD FELLOWS TOGETHER DURING THE TEENS

In your community, how early do boys and girls abandon plays and games and stand around and talk under their breath suggestively about sentimental matters? Could a boy and a girl have any relations during the teens without their friends and acquaintances charging them with having sentimental adventures together? In some communities boys and girls after entering the teens have no companionable relations with each other. They never play together. All the talk of the group is about sentimental attachments. If a boy and a girl look at one another, the group write verses about them and draw pictures with hearts entwined. This sort of thing is more or less unwholesome. It would be much better if boys and girls in the teens could still be companions and good fellows together, could play games together, could go on hikes together, could work together in classroom and laboratory, could walk and talk together without the group "snickering" at them and so on. When parents and teachers find that amorousness is blighting companionability and good-fel-

lowship among boys and girls, every effort should be made to divert their attention from amorous topics. This can be done only by deliberately planning group activities in which boys and girls will actually participate without being too conscious of each other.

Every student of these lessons ought to study the situation in his community. Of course, he should not secure his information by spying on boys and girls; this is bad at all times, but it is most harmful during the teens. There are ways to find out what is going on in boy and girl groups without meddling in the affairs of the group or "gum-shoeing" around when boys and girls are together. Anyone who cannot find out what is taking place in groups of children of any age without butting in and making himself disagreeable can never gain accurate information about the activities or interests of childhood and youth and can never play much of a rôle in guiding the activities of boys and girls.

VI. THE SUPREME NECESSITY IN HUMAN LIFE

A great many things are of vital consequence in determining the welfare of men and women; but there is nothing that compares with the bent or direction which is given to the tender passion in the middle and later teens. The supreme necessity is to idealize the relations of boys and girls and men and women. When this relation is commonplace, vulgar, sensual, the whole of life becomes depressed. There is a great biological law which governs this matter; it is as true of the race as it is of the individual that when the feeling of boy and man for the girl and woman is kept on a high plane of idealism, every aspect of life is exalted. When this is the case, men and women achieve heights in religious, artistic, literary, social, and moral development which can never be attained when the tender passion becomes a vulgar or sordid passion. There is no exception to this law either in race life or in individual life.

What is the effect of the influences at work in your community in respect to the idealization or vulgarization of the tender

passion? Do you know what magazines your girls and boys read? Have you inspected the news-stands to find out whether any of the twenty or twenty-five vicious magazines published in this country, and circulated freely, are found on these stands? A boy or girl whose ideal of sentimental relations is determined by the sort of thing that is presented in these lewd magazines cannot fail to become debased.

What sort of ideal relating to the expression of the tender passion is conveyed through the motion pictures that are observed by the boys and girls in your community? You certainly know that a large proportion of motion pictures have been based upon the view that there cannot be and ought not to be any ideal relations between boys and girls and men and women. You know, further, that the individual who maintains an idealistic attitude toward the opposite sex is ridiculed and held up before youth as an unsophisticated rube. How can the boys and girls in your community develop wholesomely through the teens when this conception of the tender passion is constantly flaunted before them in a conspicuous, suggestive, and alluring manner?

The dance affords an opportunity to gratify the feelings that grow out of the birth of the tender passion, but it, too, like the vicious magazines and motion pictures, may have a sordid and debasing effect upon youth. In what sort of dances do boys and girls in the teens indulge in your community? Is there anything of the play element in the dance, or is it entirely emotional, and amorous at that? Is chivalry

cultivated in the dance? Whatever else we need today in American life, we need to preserve the chivalric attitude. Are boys made more considerate and chivalric toward girls because of relations which they have with them in the dance? You may be able to answer this question if you will observe what is taking place in your community.

Suppose that magazines, motion pictures, and the dance are vulgarizing the tender passion, what are you going to do about it? Are you going to sit down and lament over the decay of virtue in the race? Are you going to lambast boys and girls because they are not more restrained and idealistic? Or are you going at the problem positively and constructively by furnishing an abundance of romantic literature that will play up the tender passion in an idealistic and chivalric way, and the same with motion pictures, motion pictures of this type are being made and can be secured by people who think it is of importance to present idealistic and chivalric conceptions of youth.

Have you tried the plan in your community of having children before they enter the teens dance folk dances and the reels, minuets, polkas, and so on, that contain calisthenic and dramatic elements which appeal to young people and which should satisfy their craving for sentimental contact during the teens? Has anyone in your community planned hikes, picnics, etc., as a substitute for motion pictures and dancing? Or has your community simply let things take their course during the teen age?

PROBLEMS RELATING TO LESSON SIX

I.

Are the people in your community trying to develop good fellowship, friendship, and companionship between boys and girls in the teens? To what extent is the association of adolescent boys and girls confined to the dance? Would it be desirable in your community if interest in the dance could be postponed until later adolescence or even until maturity?

II.

What view do the people in your community take toward tender feelings between a boy and a girl? Is it regarded as a natural and wholesome and desirable relationship, or an occasion for idle and even salacious comments? What effect does it have upon the moral life of the community for people to joke about the tender passion as exhibited between young people?

III.

How is the tender passion played up in the magazines to be found on the reading stands in your community? Do you know what proportion of boys and girls in the crucial period of life are reading the sex magazines—there are about twenty of them that are being distributed among high-school boys and girls? The conception of the tender passion in these magazines is that it means sex indulgence. What would be the influence upon the relations of an adolescent boy or girl who had read or looked at pictures in these magazines?

IV.

Is chivalry in the relations of boys and girls during the teen age passing out of your community? It has already disappeared from many communities. What will be the effect upon the life of a boy or a girl from which all feelings of chivalry in behavior have been eliminated?

V.

Does co-education in your junior and senior high schools promote wholesome fellowship, friendship, and companionship between boys and girls? It is charged in some places that junior and senior high schools are centers of moral corruption. Do you know the situation in your community? If you do not know it, could you find out exactly what it is? Do not under any condition rely upon mere rumor in respect to this matter.

VACATION ACTIVITIES OF CAMP FIRE GIRLS

BY "NAHEQUA"

CAMP FIRE GIRLS use all outdoors as their club-room during the summer time. Of course they carry on their outdoor activities during the winter, too. No Camp Fire Girl is afraid of the cold. Snowshoeing, skating, skiing and snow hikes are popular in the north, while in the south the regular summer time fun goes on all year 'round without interruption.

But when spring comes there is a fresh impetus. All nature is calling to jaded spirits and tired bodies to come out into the woods and fields and find renewed strength and joy. During the early months of the spring the girls watch the Northwest migration of the birds, hunt for the wild flowers so that they may come to know them where they grow without destroying them, watch the leaves of the trees and the fronds of ferns in the woods uncurl, and plant their own gardens which they plan and tend themselves.

When vacation time comes they have all the more time for their outdoor expeditions. Now instead of starting after school or getting together on occasional Saturdays, they can hold their meetings out of doors and let them last as long as they want to.

If the Guardian of the girls must be away during the summer, as so often happens if she is a teacher, she should appoint an assistant, or two or three assistants to insure the girls' having a leader while she is gone. College girls home for vacation

are often glad to help in this way and make splendid leaders.

In order to give their outdoor expeditions a certain unity of purpose and project value, it has been suggested that Camp Fire groups develop some outdoor sport of their own. How this worked out with one group is told by Mrs. Winthrop G. Hall, of Worcester, Massachusetts:

"Mr. Hall has given us the use of a little oak grove in our summer farm, and nearly every Saturday, at eleven o'clock, I meet any girls from the Worcester groups who want to specialize in Camp Craft, and we hike the mile or more to the farm.

"We have done these things since we started: blazed a trail; followed a trail; learned to chop wood; made two devices for holding a pot; made a reflector fire and oven and baked biscuit in it; made a bean hole; made corn chowder; cooked bacon, eggs, chops, on a hot stone; made a green-stick broiler; studied the Boy Scout Manual and the Book of Woodcraft, and started our hut in the woods.

"The hut we are making partly of stone. It's a three-sided shelter and we hope to build a fireplace in it. The Boy Scout executive helped us decide on the site and will suggest helpers when we need them. We hope to have a place by next summer, which the Worcester girls can use for hikes and picnics and overnight (sleeping) trips."

Camp Fire Girls can easily find some such piece of ground in almost any town or city which can be made available for their use. The shelter could be made charming with flowers and vines planted around it, and it would be really a place which the girls could call their own. It need not cost a cent because everything such a retreat requires can be obtained without expenditure of any money.

Whether or not the girls have a place of their own to go to, their trips are made more interesting for them by having some one special thing to do, and varying that with each trip. One time it may be some phase of nature study; another time the exploration of a brook, a fire-building contest, a swimming party or the winning of Camp Craft honors.

Council Fires or ceremonial meetings may be held out of doors during the summer months, with the added charm of a beautiful natural setting.

Overnight hikes are great fun and a worthwhile experience in Camp Craft.

Each Camp Fire Guardian, when she sends in her application to National Headquarters, states whether she will be able to take her girls camping, because Camp Fire believes in the very great importance of camping for girls. As a matter of fact, Camp Fire is a pioneer in making camping possible and feasible for girls. Although boys have long enjoyed the privilege, not so very long ago it was not thought of for girls, but to-day the idea that girls should have the same educational and health-giving advantages which camping affords, is accepted without question.

In communities where there are a large number of groups, Camp Fire has established large camps where all the girls may spend one or two weeks, or the entire summer. These camps offer all the advantages of the highest type of private camp—swimming and water sports, wood lore, camp craft, handcraft, dramatics and all the activities which make camp life so much fun and so worthwhile.

There are fifty-two of these large Camp Fire camps where last summer fifteen thousand girls went camping. There are, of

course, many communities where these camps are not available, but Camp Fire believes that all Camp Fire Girls should enjoy the advantages of life out of doors and encourages even the smallest Camp Fire group with their Guardian to arrange a camping trip for at least a little while each summer. The May issue of *The Guardian*, Camp Fire's publication for its leaders, is devoted to this subject of camping in small groups and gives advice and directions to help the Guardians planning such trips.

Of course this emphasis on outdoor activities does not mean that the Hand, Home and other craft honors are completely ignored. As far as possible Honors from the seven crafts—Home Hand, Health, Nature, Camp, Patriotism and Thrift—are interwoven naturally into the outdoor program for the summer months. For instance, a girl is encouraged to help build a shack or work in the garden during the summer, rather than dye a scarf or make a piece of leather work which she can do during the winter just as well. However, there are rainy days for these activities, too, and a place for them in the program if girls are particularly interested.

It is sometimes impossible for a Guardian to carry on the work with her group during the summer. Either she cannot secure a satisfactory assistant to take her place during her absence or the group itself scatters, the girls going to different summer homes with their parents. To meet this situation, Camp Fire has outlined a group of summer activities which the girls can carry on individually, which they may report on when the group reassembles in the fall, and receive recognition for what they have accomplished. These activities include honors from all the crafts especially suitable for summer time.

This scheme, first worked out by a Guardian in Kansas City, is being successfully adopted with variations by many other Guardians. Full details, which are too long to print here, may be found in the June *Guardian*.

ON THE THRESHOLD

The Child Speaks to His Parents

© Roberts

"Father and Mother who have given me life, rear me in health and joy. Feed me each day foods suited to my body's needs. Teach me the blessings of sunshine and fresh air, cleansing baths and sweet sleep. Protect me from disease.

"Guide my mind as well as my feet in the House of Health. Teach me to obey and to be honest and sincere, to control my temper and to be kind. Be always my example.

"Keep me from dark thoughts and harmful habits, and lead me into the sunlight of wholesome thinking, healthy living and safe friends. I count your love for me by the wisdom of your care.

"For the hours of your dear lives that I demand, for your patient understanding, for the labors of your hands and of your hearts, for your companionship and wise parenthood, I shall repay you by my health, gladness and good citizenship, and my love and reverence all through my life."

Hetty Lovejoy Sorden

Foreword from

"The Runabouts in the House of Health"

DEPARTMENT OF THE



AMERICAN CHILD HEALTH ASSOCIATION

Katherine Glover, author of "A Little Child Shall Lead Them," Editor in collaboration with Dr. S. J. Crumbine, Director of the American Child Health Association; Director of the Bureau of Nutrition of the New York A. I. C. P., and special associate of the Health Education Division, and other members of staff of the American Child Health Association.

MAKE THE SUMMER COUNT

BY KATHERINE GLOVER

THE keynote of summer is "letting go"—relaxation. We take our cue from nature and accept the blessing of calm days, play days, loosing the tension and strain of winter. Children, the most sensitive barometers in the world, feel all of this and catch the spirit of play and "letting go."

It is a nice point to know just where to strike the balance between "letting go" and "slumping."

The natural tendency when the doors of the school close is to throw responsibility to the winds and abandon everything that school has sponsored. Sometimes the health habits which have been a matter of pride go into the discard along with study and the routine of school. Without the shoulder to shoulder competition of classmates and schoolroom scoring the health practices seem momentarily less important. Indulgences are likely to slip in.

It takes watchfulness on the part of parents, who, in vacation time, must assume the sole responsibility which during school days the teacher shared; and it takes the spur of some incentive—in order to guard against the dropped threads.

Parents should co-operate in a plan to make the vacation constructive. With the

long days, summer usually brings a greater measure of leisure to everyone. It offers a logical time for fathers to enter more into the lives of the children—to share in a late afternoon game of ball or tennis, to join in a Saturday hike or swim or picnic.

Have some objective in mind, that the end of summer will see an achievement added to the repertoire of the children which definitely adds to their physical prowess. If they are near the shore or a lake or river, it may be swimming, rowing, or paddling a canoe, according to the ages of the children. A new game acquired, tennis or golf. Or hiking, with a distance record kept. Plan competitions in hiking or running. Experiment with the best "endurance" lunch kit, and in this way get a few nutrition nuggets over, which you may be sure will score permanently.

The ordinary health habits of diet, cleanliness, rest and sleep can be easily related to the athletic accomplishments. Keep the health scores, so at the end of summer the child may have the pride of returning to school with an added development to boast of.

It will take only a little planning and steering, but without that dangers may set in which will be difficult to correct.

CAN YOUR CHILD PROVE HIS AGE?

BY S. J. CRUMBINE, M.D.

Director, Division Public Health Relations

WHEN a baby is born in the city of Detroit the local Board of Health sends to the parents, as soon as the birth has been registered, a certificate con-

*Dr. S. J. Crumbine*

firming that fact. On the back of the certificate is this message to the baby:

The Department of Health welcomes you to the City of Detroit. We hope you will grow up to be a fine, strong citizen. We shall do all we can to make this possible.

You have made a good beginning by having your birth registered at the Department of Health. This will officially identify the date and circumstances of your birth, which will be useful later: (1) to establish your age on entering school—on leaving school should you care to apply for working papers—for jury and military service and for voting; (2) to obtain a passport should you care to travel abroad; (3) to establish your citizenship; and (4) to establish your right to the inheritance of property.

This certificate of birth registration should be carefully preserved for your future use.

The original certificate of birth will be filed with the State Board of Health at Lansing. The certificate in your possession showing name, date of birth and registration number will assist in locating the original certificate should you have occasion to refer to it.

The parents know then that "officially" their baby has been born; that the state and community have taken cognizance of the fact of his birth and he is enrolled as a future citizen. Looking ahead some years this has the utmost significance. It means that if he should, by some misfortune, have to go to work at an early age, as many a great man has, he has the clear record of his age.

It means that, if he should go abroad at any time, the way is open to him to receive his passport without difficulty.

It means that, if he should inherit property, he can establish his majority without a question.

If he should wish to cast his first vote, to marry or to hold public office, he can give proof of his age, should there be any question.

There was a case of a girl in Indiana who was to come into certain property left by her grandfather when she was twenty-one. When that time came and she put in a claim, an unscrupulous guardian insisted that she was only nineteen. There was nothing to prove the date of her birth except the sworn statement of a neighbor that a valuable cow belonging to her grandfather had given birth to a calf on the day the girl was born. Farm records proved the birth of the calf, and the date of the girl's birth was proven by the record of the calf.

Not long ago in a progressive Eastern city a boy of eighteen wanted to secure a license to drive the family automobile. He passed the test adequately, but he had to produce the record of his birth before the license could be granted. He had no birth certificate, and the Board of Health records were referred to for confirmation of his birth. There was no record. The parents could not believe that was true. The doctor in attendance at his birth had been one of the leading physicians of the city,

scrupulous in all his obligations. It was recalled then that the physician had been called away from the city just after the boy was born, and his records and affairs had temporarily been turned over to another doctor. The detail of registration had been neglected.

Birth registration is the most fundamental entry in our human bookkeeping ledgers. It is an act of justice to your child and of equal justice to your community that the birth be registered. In order to enter into and keep within the birth registration area, a State must show ninety per cent efficiency in its statistics. We have made great progress in the past few years in both death and birth registration, although death still looms up as of greater importance than birth, for 87.6% of the population is now in the death registration and but 75.5% in the birth registration.

The Census Bureau is making a campaign to round up every State in the Union in the fold of birth registration before 1930.

Our country is almost the only civilized

country which does not take birth registration for granted. Of 28,000 children native and foreign-born who apply for working papers in New York City each year, three-fourths have birth certificates and one-fourth have not. That one-fourth who cannot officially prove the date of their birth are all either native-born Americans or Russians.

It is important for every parent to look into this matter of birth registration to be sure that the certificate of the new baby is received within a few days after birth.

Do your state and your town register their births?

If so, what is the per cent of efficiency in the records?

Have your children birth certificates?

If not, have their births been registered? Have they been correctly registered?

An error in the name or date may make a vital difference to him at some time in his life.

Birth registration, like any other activity in a community, rests upon the sense of responsibility of the citizens.



ELEVEN YEARS OLD AND HOW BIG?

BY GEORGE T. PALMER, DR. PH.

Director, Division of Research, American Child Health Association

SELINA DE JONG, in Edna Ferber's "So Big," used to catch little Dirk to her and ask over and over, "How big is my baby?" and his answer would come, with his arms outstretched, "So big!"

In the first year or so of babyhood most parents ask that traditional question, "How big are you?"

an untold number of times. The baby is weighed, measured, is compared with other babies, his health tallied up almost daily so that the picture is definite and clear. But as the years pass it becomes blurred and many a mother and father really does not know the answer to that question, "How big is my boy

or my girl?" (Using that term "big" in the broad sense of all-round health.)

Recently the American Child Health Association completed a survey of the health habits of thirty-five thousand children in the smaller American communities, which for the first time gave a picture of the American child, a child of approximately eleven years of age. It is a composite child of the eighty-six cities in the country which average between forty and seventy thousand population.

It would be interesting to line up the eleven-year-old child in your own family and community by the side of that composite picture and ask in comparison,

"How big is he?" In other words, to take stock of his health habits using as a basis the findings of this national survey.

Some of the facts that stand out in the health picture of this composite child are these:

He drank less than a glass and a half of milk on the day the picture was made (which presumably was an average day).

He averaged ten hours of sleep the night before.

He had one bath during the week.

He brushed his teeth five out of seven days.

He went to the dentist once in the two years past.

He played out of doors after school on

six of every seven school days.

Divided into its component parts the picture becomes a very different one. In some cities less than twenty-five per cent of the children have more than ten hours sleep. In some others sixty-five to seventy-five per cent have their full quota. One can easily see from this how the composite is made.

Twenty-five to thirty per cent of the children in some cities drink no milk at all; in others as high as seventy-five per cent drink a pint or more a day. In every case where the children drink coffee the amount of milk consumed is below what it should be. Where no coffee is drunk



the average child consumes nearly a pint of milk—not enough but an encouraging amount.

On the whole the composite picture is a fairly hopeful one. It shows that the health habits of our children are improving. Had it been made ten years ago it would have been much less hopeful.

In order to get a comparative picture of the health habits of the children in your homes and community it is suggested that the members of your Parent-Teacher group put the questions which were used in the survey of the eighty-six cities to your children on one day agreed upon, say the day preceding a meeting, and sum up the results. If the questions pertain to the day

on which they are asked, a child will be able to answer them accurately, whereas if asked in general terms the answers would not be dependable. The same questions, put to the same children on one day of each month would give a picture of the progress in the habits. This tally would serve through the summer as a means of keeping up the health standards during the vacation months when the comparisons of the schoolrooms are lacking as a stimulus.

The records of these replies, supplemented by the evidence of the scales and the height measurements, would help to make as clear the answer to that question, "How big are you?" as in the baby days when charts and records are carefully kept.

1. What time did you get to bed last night?
2. What time did you get up this morning?
3. Write down each thing you ate for[.....
breakfast this morning[.....
[.....
4. What did you eat for lunch this noon?
5. What did you eat for dinner to-night?
6. Did you play out doors after school yesterday?
7. What did you play?
8. Where did you play?
 - a. In the street.
 - b. On the school playground.
 - c. In a public park or playground.
 - d. In your own or a neighbor's yard.
 - e. In the house
 - f. In a gymnasium
9. How many cups of coffee did you drink yesterday?
10. How many glasses of milk did you drink yesterday?
11. Did you have an all-over bath last week?
12. Did you brush your teeth yesterday?
13. Have you been to a dentist in the last year?
14. Have you ever been vaccinated against smallpox?
15. How many days were you out of school last week because you were sick?

Check the place
or
places

THE HIGH SCHOOL CHILD AND HIS COMMUNITY HEALTH BACKGROUND

BY KATHERINE CLOVER

"Health is the quality of life that renders the individual fit to live most and to serve best. Health, as freedom from disease, is a standard of mediocrity; health, as a quality of life, is a standard of inspiration and increasing achievement."

WHAT is a community and why is a community?

We use that term more and more these days, but to a child of high-school age just what does it signify, and has he any understanding of the meaning, or of why the word carries greater significance all the time.

Boiled down to its origin, it means that which we possess or share in common. The community is the place where we elect to live in a common group with our neighbors, and which by our common life we mould and shape.

Once, practically all families lived on farms and were independent, since they produced or could produce almost everything they needed—the food they ate and the raw stuffs from which their clothes were made, turning it into fabrics or exchanging it for the labor which made the materials.

That independence of the separate farm we have exchanged to a very large extent for the group life of the village, town or city, which instead of being independent is *interdependent*. Farms still exist, but they produce a few things and depend for the others upon purchase just as people in towns and cities do.

The why of this is that we have given over so much of the work necessary to produce the things we need in our complex life to groups of workers in factories. They necessarily have to live close together, so they can come and go easily to and from the factory. And we, since we choose to buy instead of produce, have to be near railroads that bring things to us, factories that produce things, and markets and stores that sell us those things.

A more significant why back of the growing community or city life is an increasing liking on our part to share life, to do

things together—an increasing social tendency.

It is safe to prophecy that we shall have more, not less, community life in the next twenty years; and the high school boy and girl should begin to see himself and herself as the builders of the community of the next generation and to understand all the elements of community life—to feel the pulse beat of the community early.

HOW COMMUNITIES ORGANIZE

He should realize that, as communities develop further and further away from farms, food has to be brought from longer distances. This involves transportation, and in being transported food may deteriorate. It means that we no longer get our water from a spring or a well but from a "common water supply." It means that, living in such close contact with so many neighbors and handling and sharing so many things, we are more likely to catch or spread disease, and we need to be much more careful and scrupulous in order to protect our health. Now each family cannot look into the inspection of its food to see that it is sanitary; into the examination of the common water supply, and protect itself with laboratory examinations against a suspected disease. So we select a few persons to attend to those things for all of us. In other words we have a local government, and, if the community is large enough, a part of that government is a local board of health or a health officer.

Dr. Donald B. Armstrong in his valuable little book, "Community Health," says:

"We can obtain the maximum amount of health for every individual in every community in four ways: (1) By preventing disease; (2) by curing disease; (3) by preserving health; (4) by improving health."

It would be a helpful thing for every

high school student to figure out just how far he could go towards accomplishing these four ends without help from the community. One would hesitate to lay the percentage of the achievement which could be entirely individual and what percentage would depend upon community help.

As a test of his knowledge of his community, let the high school student write down what his town or city does to help him and the cost necessary to achieve these four aims.

THE WASTE OF SICKNESS

He should realize that the annual sickness in this country, translated into terms of money, costs us \$700,000,000 a year. It means an average loss of seven days a year by every individual. A very large percentage of that is preventable. Everywhere in this country we are realizing that the care of health is a primary function of government—that prosperity of individuals as well of the nation itself depends upon health.

How is the health organization of a community supported? That is one of the first things a high school student should know.

It is supported by common or community funds, agreed upon for that purpose—by taxes in other words.

The cost of protection varies. A health demonstration in Framingham, Massachusetts, showed that, at an expenditure of \$3 per capita, by public and private agencies, progressive health measures can be affected and death rates materially reduced. A public health official has said that for an expenditure of sixty or seventy cents for each person a fair measure of public health protection can be bought.

What is the public health organization of your village, town or city?

If there is none, how much health protection does your community receive from the state?

If any high school student does not know this, let him write to the State Board of Health at the state capital and find out.

It is said that every community or group of adjacent communities of 20,000 persons needs a full-time health officer.

The ideal community health organization or health unit, as it is sometimes called, consists of

A health officer,

A bacteriologist,

A sanitarian,

One or more public health nurses.

This may be increased by deputies or assistants. There is also, usually, an advisory health board.

The duties of a health organization are threefold:

To prevent disease from entering a community.

To check disease.

To promote health.

We know that among the most important daily functions of life are: Eating, drinking, keeping clean, getting rid of the waste that accumulates in our bodies and our homes.

How do these primary functions affect the work of the health department?

In order to prevent disease from entering a community the health department must protect the food we eat, the water we drink and with which we wash. It must see that the wastes of the home are disposed of in such a way that they do not cause infection and the spread of disease.

PROTECTING MILK AND OTHER FOODS

What is the most important food in every community that needs protection?

MILK. Because it is the food on which the lives of babies and children depend more than any other. And because milk is very readily subject to contamination and, if contaminated, is likely to spread a number of diseases, such as typhoid and tuberculosis.

Do you know from what sources the milk of your community is secured?

Do you know the local ordinances governing the grading and inspection of milk?

Children should visit the local dairies and some of the nearby farms from which milk is obtained and learn some of the precautions taken to insure its cleanliness.

Is there a local laboratory where the milk is tested?

If not, where is the milk sent to be tested?

Have you tested milk in the high school laboratory?

Do you know where the foods which are set upon your table daily come from. The meats, the grain or cereal foods, eggs and poultry, fish and sea foods, butter and milk, sugar and syrups, vegetables and fruits.

Visit the local butcher store and learn where the meats come from. How much is of local origin, how much comes from a distance?

Find out from him all you can about the government inspection of meat, the laws governing cold storage, transportation.

Visit the local grocery store. Make a list of the foods there and the places where they are produced.

Write to the local or State Board of Health and find out the laws or ordinances governing canned and perishable foods.

IMPORTANCE OF WATER SUPPLY

Where does your local water supply come from?

Find out some of the different kinds of water supply upon which towns and cities depend?

Water is one of the principal factors in health, but it may also bring disease into a community if it is polluted by waste. Large cities have chemists and bacteriologists constantly at work to test the water in order to safeguard the health of the people.

How is the garbage and sewage waste of your community disposed of? Is it sold for refuse as fats and fertilizer? Or is it burned?

Nothing is more important to the health of a community than the proper disposal of waste matter.

Other ways in which communities protect health and check disease is by laboratories in which various tests are made:

Bacteriological tests of the milk; blood and urine tests to detect disease; water tests.

If your community has a local laboratory, a visit to it would be of great interest.

If there is no laboratory, does the community make use of state laboratories?

Another method by which communities check disease is by quarantine and disinfecting after an infectious disease. What are the quarantine laws of your community?

Do you respect these regulations and help to protect others in your neighborhood when you have an infection?

HEALTH PROMOTION

How much does your local health organization do to actually promote health?

How much space does it give to playgrounds, recreation places? To public parks, camps for poor children? By pageants or health propaganda?

The high school will be familiar with the health education in the schools. A re-checking of this and comparison with that of other communities will be helpful.

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Further Steps in Teaching Health

Department of the National Education Association

SOME SIGNIFICANT PROBLEMS

BY JOY ELMER MORGAN

Managing Editor, The Journal of the National Education Association

AFTER SCHOOL, WHAT?

THE formal education of over four million American children will end with the spring months of 1925. Some will have had less schooling than that represented by a strong fourth grade. Others will finish the elementary school; others, high school; perhaps a hundred thousand, college; and a still smaller but highly selected group, the graduate and professional schools. All too many of these millions will think of their education as ending, will be willing to fall back on the meagre intellectual capital already accumulated. The greatest task of the schools and parents is to overcome this contentedness with partial mental development.

From the very beginning the child needs to be made to realize that his formal schooling is only a minor part of his education. It is only the little help that society gives him in order that he may help himself. It places him under obligation to go on that he may serve society intelligently and well. Just now there are five factors outside of the school room which seem most to influence the mental growth of young people. First, things and nature. Nothing can be better for a child's growth than a kit of tools or a garden with which he can work and learn for himself the fine art of observation and sense the joy of creation. Second, companions and people. Children teach each other more than we realize, and companionships between childhood and maturity are among those priceless things that have developed the best intellects the race has known. Third, reading—not haphazard and accidental, but planned for by parents, teachers, and

librarians so that the child may be familiar with that common background of pictures and ideas that enable us to play and work together. Fourth, motion pictures, whose development has been so largely guided by commercial motives that their vast educational possibilities are only beginning to be understood. What wonders of science and history and life cannot be brought vividly to us all by this magic creation of inventive genius! In such films as the *Chronicles of America* our history comes to children with a vividness that makes our Nation a reality—something to be loved and served. And finally, radio, the youngest of the great educational forces, bringing the whole world into our living rooms where we may have contacts with the great musicians and orators, and men and women of affairs.

Truly our great educational danger now is not too great poverty of ideas, not too little of mental stimulation, but too much. The children of this generation, who are to be the leaders of the next, will be those who early learn the value of time, the need to select the impressions that we put into our minds as carefully as we select the food that we put into our stomachs. We are not obliged to hear, or read, or see everything that comes along. We may reserve our attention for the really precious and worthwhile things and turn to them with all the vigor of a trained mind. If the child or the college graduate has learned that lesson, education has done its most for him.

VICTORY IN SIGHT FOR CHILD LABOR

The enemies of the Child Labor Amendment have carved its casket and laid it beneath the sod. They say its supporters are

poor losers, that they are going on for the sake of jobs and pay, creating work for themselves. That is the kind of a mistake that one would expect from the textile-makers. It suggests the motives that have given rise to their own extensive efforts. They little understand the intense seriousness with which parents and teachers take their task as defenders of childhood. Here is a motive that does not die! The expressed determination of the Department of Superintendence at Cincinnati and of the Educational Press Association of America, whose member journals have a circulation of over a million, indicates the spirit of those who will in the end bring victory for the Amendment. In the slow campaign for ratification that must now be waged, we may as well recognize that many sincere citizens doubt the wisdom of the Amendment from motives that have no connection with profits.

The writer recently had a letter from a fine college teacher bemoaning the fact that more than half his students did not know how to work or have respect for labor. It seemed not to occur to him that the situation which formed his judgment on the child labor question would not be affected one way or the other by the adoption of the Amendment. Congress, with all the authority in the world, could not force the parents and teachers of his students to develop an appreciation of work, nor could it prevent their doing so if they truly appreciated the importance of building education around the ideal of service. The Child Labor Amendment will do just one thing—give Congress power to prevent the abuse of childhood.

There is too much vague distrust of Government. We are afraid of goblins still. Those who oppose prohibition and wink at bootlegging have made it fashionable to rail at centralization and Government interference. Ask any citizen for actual cases of Government interference and the answers are revealing. Has he been prevented from doing any legitimate thing he wished to do, or made to do something that he would not have done? These questions were asked of a considerable number of citizens in one

Congressional district and no one could think of any case of interference. Apparently, the feeling of being interfered with is a myth. One good citizen, when asked if he had suffered from Government interference, replied: "Laws, no; I ain't got one of them darned radio sets!"

PAYING TEACHERS WHAT THEY ARE WORTH

Whatever education holds for the future of our children and of our country depends first, last, and mostly on the teachers. When we employ a teacher we are buying the outlook and the ideals of our children. No price that can possibly be paid is too much for well-trained, competent, and consecrated teachers. The figures recently compiled by the Research Division of the National Education Association, covering the salaries of over half a million educational workers, suggest that the problem of teachers' salaries is far from being solved.

The questions for every parent and every school board are: Can we afford not to pay more in an effort to obtain better teachers than we now have? Can our teachers live on the salaries we pay them the kind of lives that they must live if they are to do their best by the children?

SHALL I GO TO INDIANAPOLIS?

This is the question that is now in the minds of tens of thousands of American teachers as they read the announcements of the program for the Sixty-third Annual Convention of the National Education Association. Perhaps ten thousand or more of them will decide to go for a week of inspiration and widened outlook. Possibly a thousand will go as delegates to the Fifth Representative Assembly where they will decide on educational policies that will influence the future of our land no less than the decisions of the National Congress. Meetings like this represent months of careful planning. They are the fruit of all the years during which professional organization has sought to elevate education and to improve teaching. They touch the life of every child in the land much more closely than we are aware.

POLLYWOGS

BY MARGARET KIMBALL

JUNE is the month which, above all others, invites you to play with her, and playing, to get acquainted with the birds and butterflies, bugs and flowers, and the law of life which is constantly unfolding into beauty. The most precious heritage which you can give to your children is an appreciation of and interest in the world about them and this interest, now so dominant that it leads to endless questions, soon becomes entirely lost if you do not respond with enthusiasm to their eager curiosity.

The happiest and most vivid memories of my childhood are the Sunday afternoon rambles through the fields and woods with my father and mother. They were gloriously uncivilized occasions when dressed in old clothes, we slipped through a back street out of town and into the open country. Rex, our Irish setter and comrade in all our fun, would dash ahead into the high grass until just the tip of his mahogany tail was visible in the distance and would chase rabbits and meadowlarks to his heart's content until we reached the swamps, where a wallow in the liquid mud which he subsequently shook all over us crowned the greatest earthly bliss of his doggy life.

In the open fields a sweet high "tsee-u tseer" shows that meadowlarks are about. When they are on the ground the striped brown backs are almost perfect protection from spying eyes, but when flying the bird spreads his tail to show two white tail feathers and as he perches on fence post or tree top a broad black crescent against his yellow breast leaves no doubt as to who he is. Another bird of practically the same size which you are likely to meet, is the flicker, one of the woodpecker family. He too has a crescent on his breast though

his coloring is much darker than the meadowlark's. As he flies, instead of two white tail feathers he shows a conspicuous white rump patch at the base of the tail, and should he chance to pass directly overhead you will see that the under sides of the wings are brilliant gold. The meadowlark's nest is hidden in the deep grass, but the flicker has carved himself a hole in a telephone pole or limb of a tree high above the ground, safely out of hostile reach, and if you wait a moment he will probably perch somewhere near it with a gloating sort of cry which plainly says: "Flick-a, flick-a, flick-a, flick-a, flick-a." The bob-o-link in his handsome suit of black and white is another possible find, and a pair of bluebirds flitting about an abandoned orchard will give you a real thrill of happiness.

But by this time your way has led you to the edge of the woods where the brook wanders through marshy places. The pussy willows that were silvery soft a month ago have developed little green leaves, and the skunk cabbages are big and fat and totally uninteresting. Today, however, you have new things to look for; the fuzzy rolled-up spirals of fern which will soon be unrolling and spreading out in the spring sunshine—the carpets of "spring beauties," delicate pinky-white blossoms with deeper pink veins—the fragile rue anemones, which are not the wind flowers, but their first cousins—the patches of beautiful "trout lilies"—the solomon's seal with its tiny greenish-straw colored bell-shaped flowers hanging in pairs from a gracefully curved stem, which you will want to dig up in order to find the round seal-like scars on the root which give it its name. These scars will tell you how old the plant is. All of these are fascinat-



American Child Health Association

ing finds and are real incentives for another visit later on, but none of them bear picking, since their delicate fragile beauty will be gone past all reviving when you get home. The beautiful waxy white blossoms near by are the blood-root, named from the red sap which oozes from the broken stem or root, and which makes a bad stain on clothes or fingers, and there in the mud your bright-eyed small boy has discovered his most favorite treasure—a jack-in-the-pulpit.

In rockier soil you will find some of these same fascinating things, and many others as well. The wild columbine nodding its red and yellow bells high up on sunny slopes is worth climbing for. Here, too, you will find the wood anemone, or wind-flower, the lavender crowfoot geranium, and in mossy corners the funny dutchman's breeches with their elfin, butterfly-like blossoms.

If you are wise you have taken with you a quart jar and a small net made of a stick to which has been attached a flour bag, with a bit of picture wire threaded through the top to hold it open. In yonder pool are some pollywogs, those most delightful of all creatures, and of course they must be taken home and put in the empty gold-fish globe. Be sure to take a full quart of water from their native pond, and a little of the mud and plant life that you find there, since pollys are happier if their aquarium smells and tastes and feels like home. A large stone which rises above the surface of the water will be a welcome addition in the globe on the day when polly finally becomes a frog—whereupon he must be set free again in the woods near his home pond that he may make the summer nights resound with his gulping content.

But by this time you are probably beginning to feel tired, and a convenient dry log invites you to rest. Here the two Uneeda biscuits and the lump of sugar for each person, which have been hiding in your pocket, are suddenly produced and make a real party of the occasion. A sleek gray bird with bright eyes watches you curiously from the brush pile a little to your left—he is the catbird whose song

has as many variations as his cousin's, the southern mocking-bird, but who every once in a while betrays his nature with a startling real "Meow." A curiously rich, rollicking song in the maple overhead indicates the presence of the rose-breasted grosbeak, and, if it is late in the month, a repeated "witchity, witchity, witchity" in the willows at the edge of the brook will lead your eyes to a tiny greenish-brown birdlet with bright yellow breast and black spectacles on his eyes. This is the Maryland yellow-throat, one of the best known of our warblers and a friend worth having in the woods.

As your eyes quietly rest in the greenness ahead, a sudden flash of gray will show you that one of the fly-catcher family is collecting his supper, and if you wait a moment he will announce his name by a jerky "phoe-be" accented by a flirt of the tail. Indeed, the trees about you are inhabited by a bewildering number of birds of all kinds, but the late sun is beginning to cast long shadows ahead of you, so you must wait to get acquainted with them at another time. When you come out to the meadow again you may pass a bare sandy hill still flooded with sunshine. Be careful, mother, not to start or show any repulsion at the green and black striped snake that glides quickly out of sight at your approach. He is not dangerous—very few snakes are—and you don't want your boy and girl to have that unreasoning fear which is terribly contagious, and which will prevent them from truly appreciating the loveliness of the world about them in the fields and woods. If you are not afraid, they will not be, and you cannot afford to kill their inherent love of the out-of-doors by showing any squeamishness which you may possibly feel.

Tired and dirty, but supremely happy, you finally reach home. Your hands are not full of blossoms, but you are content, for you know that loveliness still lives within the woods, and that there in the dusk the wood thrush is singing his evening song to the budding green about him, and that in his liquid golden voice is something of the divinity that gives peace.

WHEN TO BE HAPPY

BY BONNIE WORLEY WRIGHT

WHEN are you going to be happy? You are going to be, of course. If you were not, you wouldn't go on suffering and enduring and striving and grubbing and drudging the way you do, would you? Not willingly, anyhow.

And just as surely, your happiness is a thing of future tense. Because you never have been happy in the past—not perfectly, contentedly, all-pervadingly happy the way you've always known you must be some time.

Once in a while you've touched happiness—maybe held her by the hand for a while, but she was always soon gone. Elusive, desirable, sure—oh, *sure*—to be awaiting you somewhere in the future—the future!

But where? And when?

And how are we going to know her when we find her? Even if we have had a little glimpse of her once or twice before, she is hard to recognize again. She has so many aspects!

There was the time when you were ten and Uncle Frank came to visit from Missouri—mother's brother whom she hadn't seen for eighteen years. And they talked and talked, late, and you were allowed to sit up, too. They told stories of their childhood, of the cabin they were born in and the Indian who came that day and asked for food, and the maple-sugar parties and the horseback rides in the moonlight to a dance on some neighbor's barn floor.

And weren't you happy, sitting there behind the stove so as not to be too conspicuous in case they changed their minds about your bedtime? Your eyes were big and staring and your skin tingled with the romance of that, to you, primeval day they described. That was one time you remember being happy.

You touched hands with happiness often when you were ten, but differently. She never looked the same. And sometimes when you were thirteen, sixteen, seventeen. But not so often. She was more elusive

then, and you began to feel a definite desire for her, and to plan to capture her in the future.

Then when you were eighteen and went away to college the pursuit began in earnest. You knew at last what you were created for. You knew at last why you had been subjected all these years to irksome study and practice and discipline. You realized that you had been in training for the big, the only worthwhile thing in life—the race for happiness!

And you were starting the course at last! You were very sure you knew how it was done, and very sure, too, that it was much simpler than people made it out to be. So many had missed, had fumbled their chances, hadn't recognized that they were on the wrong course altogether. But you—

Why, all you had to do was to decide upon the thing you liked best to do, and then do it as well as you could. You wrote splendid books, you painted masterpieces, you preached incomparable sermons, you conquered the business world, you—oh, it didn't matter what you did, you just did it and became successful, and were then deservedly happy. It was simple!

And when you had achieved happiness, you settled yourself virtuously in the niche you had carved and began to establish a model home, have a wonderful husband (or wife, if you prefer), beautiful, precocious, well-behaved, accomplished children, friends, travel—! ! !

Just like that.

You left college behind, you wrote, or painted or preached or whatever it was that was going to do the trick for you, and you gradually became successful. But, of course, that was not perfect happiness. You hadn't achieved that rounded-out, finished, absolute success that would have spelled happiness. Somehow there were always better stories to write, pictures to paint, worlds to conquer. And naturally you couldn't be expected to be happy until

you had reached that Ultima Thule you had imagined. Naturally.

Oh, there were touches of happiness. Your first big check showing you were on the right track to success; the first time a banquet was given in your honor; the first time you saw your name in a newspaper followed by "the *eminent* novelist, or artist, or lawyer."

And you did marry the wonderful being who was to contribute to the perfection of your happiness. Oh, you were happy then, but soon you saw that there would some day be even greater joy, if only—if only you both could—

You see, you had just taken a partner in the race! You might say a mechanician, who was to go along with you and administer oil and gas and whatever it is that a mechanician does in a race. Also for moral support.

And then you were both at it, planning, accomplishing, triumphing now and then, enough to keep you striving, but always with that mirage of perfection ahead—ahead.

And the children *were* beautiful, precocious, superior, but it didn't end there. They excelled, but they must keep on excelling. They must be guided and spurred and directed upwards constantly. You would be happy only when they had reached that pinnacle that your children must certainly occupy—being yours.

There was no end to it.

You began to wonder now, you two parents, if you ever *would* reach that perfect happiness toward which your eyes had always been turned. Oh, you were going to be happier, no doubt about that, but you began to see that perfection is difficult. You could be satisfied with a little less now.

It is not long until you are old. Success, maybe riches, children that haven't disappointed you too much, friends—but where is that perfect flower of happiness that was to put forth an ever-present, all-pervading, perfume? You have had breaths of it now and then, delightful, intoxicating—but mostly the homely, everyday smell of leaves burning in autumn or preserves simmering on the kitchen fire.

And you wonder.

I asked an old lady of eighty what she would have done to be happier if she might have gone back. She was prompt with her answer. I think she had stood there, at the other end of the course, and had looked back with understanding at last. She knew where she had missed her pot of gold.

"*I would enjoy my children more while they are little,*" she said.

I know where she lived when the country was young. A wooded eminence overlooking a little dip in the landscape where a stream ran and graceful trees cast their shade. A cabin surrounded by hollyhocks and marigolds, healthy, laughing brothers and sisters, wholesome games, parties when she was older. A swain whose presence kindled her eyes and flushed her cheeks.

But over north there was more good land to be taken up—riches, opportunity, happiness. So she and her swain married and journeyed up there and worked, happy in the thought of what their toil was to bring. The children came, dear and loved, but responsibilities to be worked for, planned for. One could not stop often to hold them or rock them. There was so much to be done for them—for their future.

And now—

"*I would enjoy my children more while they are little,*" she says, and her pale old eyes are wistful.

My baby of three comes up to me as I write. She has a wonderful tale to tell me of "a sweet little kitty that—" Her eyes are pure sapphire as she lifts them confidently to mine, her face is rapt with the joy her imagination has produced. She comes confidingly to me to voice the pleasing thought her little mind has evolved.

"But, darling, mother is busy. Mother is trying to earn money to help send her little girl to college some day. Run and tell the story to your dolly!"

Busy! College! Three years old!

"*I would enjoy my children more while they are little.*"

"Oh, mother can finish some other time, after all. Come back and tell me the story about the little kitty."

You see I can call her back now. But when she is twenty, thirty, when I see her suffering and striving and sometimes failing in the race which she, too, will enter, will I wish then that I had stopped oftener? Or will I have to satisfy myself with the thought that I worked untiringly and unceasingly to give her a better chance than I had had?

Nights, when the children are in bed, you talk about the efforts you are making, what you have accomplished, what you must do in the future. You talk about the home you hope to own, the furnishings you would like to have in it. And you forget to stop and enjoy the merry fire in the grate, the comfortable old chair that fits you so perfectly, the warm lamplight, the book with your finger thrust in, marking the place until you've finished talking—planning.

You talk of the children's future. School, college, travel, social advantages. You pucker your brow a little in your anxiety to do as well by the children as you can. This is a real problem and you worry a little. Forgetting to take pleasure in the thought of the small warm bodies relaxed and comfortable in their beds, their pretty lashes caressing curved, quiet cheeks, their little chests rising and falling regularly.

Sometimes you take your planning and anxiety to the table with you. "Hush, Sonny, Daddy is tired and you musn't worry him. Daddy has been working all day to make money so you children will have things better than we did. Let's be quiet and eat our supper and run to bed so Daddy can rest."

And something that Sonny was going to tell you is quenched. Perhaps he will never think to tell you again or maybe next time you will be busy too, busy planning for Sonny's future. And then, years and years from now you will wonder where you and Sonny parted company. Haven't you always done your best for him, haven't you slaved and slaved, oh, will-

ing! but it *was* slaving to make the opportunities for him that you did? And now—

Twenty years from now you can see the happiness you quenched. Oh, what wouldn't you give then for a supper in the little dining room with the merry child-faces about the table, the lamplight itself not brighter than Sonny's eyes as he relates that small event which is so important in his little world!

I would enjoy my children more while they are little.

I would enjoy all of life more as I go along.

If I don't, what basis shall I have for happiness when I do decide that it is time to sit down and begin enjoying life? One has to learn to be happy. One has to learn to be happy in the little things of life in order to gain that big happiness one dreams about. *Big* happiness is just an accumulation of little happinesses, and will never be attained unless it is built steadily, from the ground up.

If we could just know before we are too old, that *perfect* happiness never comes! That what we get is handed out piecemeal by a Nature that doesn't mean to let us "settle down" and enjoy our fruits all at once!

Why?

I don't know! Maybe so we won't deteriorate. There is much said about human beings needing an incentive you know!

But at any rate it is so arranged, and if we impatiently push aside the little instalments of happiness that come to us, we must realize that we are pushing them aside for all time. They won't pile up and await us in a big satisfying heap when we decide we are ready to sit down and enjoy them.

They die when you push them aside and when you suddenly begin to feel the need for them, only their ghosts flit back to show you what you missed.



American Child Health Ass'n.

DO YOU MAKE THE MOST OF YOUR CHILD'S INTELLIGENCE?

I. Maybe You Do Not Understand the Sort of Intelligence Your Child Has.

1. Is he unusually bright? Is he quick, but careless and impulsive? Is he backward? Is he of the "slow, but sure" variety? Is he "hand-minded"?

Perhaps if you understand the sort of mental equipment he has, you may stimulate him by demanding his best and avoid discouraging him by expecting what is beyond him.

2. Suppose he is a bright, restless youngster:

- a. Do you fret because he is so active and in the process of investigating things makes the house look anything but neat?

That is his most important way of learning, and you should cheerfully accept the process as part of the price for having a bright child. Anyhow, which is the more important—perfect order or the child's healthy development?

- b. Or, in your anxiety *not to destroy his initiative*, do you go to the other extreme of letting him unintelligently and indiscriminately pull everything down so that the house "is a mess" and you find yourself getting tired and cross?

You don't have to be a tyrant, nor is it good for the youngster to be one. Give him a room or corner that is his and let it be his. Respect his domain, and it will be easy to make him understand what respect for the rest of the house means.

3. Is he a child who exasperates you because he doesn't finish the tasks you give him?

Perhaps the tasks are too long. You may have forgotten that a child cannot stick at the same sort of task as long as you can. It is best to have a variety of short tasks, so that he will keep interested until each is completed.

4. If he is not as bright as the other children, do you forget that it is not his fault and that you must accommodate your demands to his speed and capabilities?

5. Is he good in some things and poor in others?

Perhaps you have not realized that intelligence develops along different lines, depending in large part upon the sort of training given and the types of interests stimulated. You may have overlooked the fact that it is a sign of as much intelligence and is better training for him to attend to his personal needs (toilet, clothes, and so forth) than parrotlike to repeat senseless rhymes.

II. Maybe You Haven't Always Been Wise in Your Attitude Toward Your Child's Intelligence.

1. If your child is bright:

- a. Does it please your vanity to have him "show off" before company?

If so, you are making it easy for him to become conceited and superficial so that later it will be difficult for him to do things when he isn't in the center of the stage. It is very easy for a bright child to use his brightness for "getting by" with the least effort instead of using it to do harder things.

- b. Or, at the other extreme, lest your child become too self-satisfied, do you repeatedly tell him he is stupid?

If so, the sensitive child may take you at your word. Many a child's continuous difficulty with arithmetic can be traced to remarks that "he is stupid at numbers," following his early troubles with it. Willing praise for a good effort brings the best results.

2. If one child in the family is less bright than the others, do you let him suspect that you see any difference, thus making him sensitive and discouraged?

None of us can do our best when we are discouraged. Call attention to and bring out the things he can do.

3. Do you allow adult friends to comment about the child in his presence, or, worse yet, do you let him hear you talk about his brightness or dullness?

You would think it rude if people made personal remarks about you in that way. It makes the child conceited or hurts his feelings.

4. Do you say, in front of him, when he finds a task difficult, "Well, he takes after me. I could never do arithmetic," or, "He takes after his father. He was never handy with tools"?

If so, you are encouraging him not to exert himself. You are wishing upon him handicaps which are perfectly avoidable.

5. Do you hold up other children as shining intellectual or moral examples?

It is unfair if the model is brighter, and, anyhow, you remember how this annoyed you as a youngster? It is *much* better to encourage a child's own good qualities.

III. What Can You Do to Help in His Mental Development?

1. When your child asks questions:

- a. Do you get his attention before you attempt an answer?

It is a useless habit for a youngster to go about constantly asking, "What's this?" and while you are attempting to answer have him off "in other pastures."

- b. Do you avoid answering with anything that comes into your mind, thinking, "That child! Won't he ever get tired of asking questions?"

He easily detects indifference and falsehoods.

- c. Do you really make an effort to explain things to the child in terms that he will understand and in a manner that will interest him?

It is easy to get carried away with what you are explaining and forget that the object is to make it real to him.

2. You want a child of all-round general ability, of course. Are you making a careful effort to develop one?

You must teach him how to use his body, his hands, as well as to read and spell and do arithmetic.

3. Do you encourage him in his mechanical projects and let him use tools even if he dulls and breaks them?

Or, if you find him making something, do you become more interested in the thing than in his training and "show him how it should be done," from which he gets relatively little benefit?

4. Do you create an opportunity for him to play with children of his own age and ability?

If you keep him too much with adults who constantly pamper him, he does not get the stimulation he should; if with adults who are too strict, he forms the habit of accepting an inferior position; if he is with children much younger, he doesn't have to exert himself to shine.

5. Do you read to him and tell him stories and do you encourage *him* to read?

Thus will you help him to become acquainted with ideas.

6. Do you try to encourage initiative and responsibility?

One isn't born with a sense of responsibility. Get the habit of giving him tasks that require judgment within his reach. Let him work out the ways and means by himself, thus developing initiative and well-earned self-confidence.

*Prepared by the Massachusetts Department of Mental Diseases,
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BUILDING POWER PLANTS

BY GEORGE A. LEUSER

CHILDREN are potential power plants. At times they can't sit still. They move and squirm very much as though they were sitting over the dancing flames of a power plant's furnace. On other occasions they jump like popping steam and keep going as incessantly as a steam engine. Watch them in their play. They have energy. They have enthusiasm. They have singleness of purpose. They also have that blessed ability of losing themselves in their play. In a few words, a normal child is an unharnessed power plant and has about all of the stuff necessary for building character and success.

A normal child will naturally express himself in certain ways. This is just as sure as the sunflower's turning toward the sun. They can't help it—they're made that way. We grown ups *can help them*, but we seldom do—because *we're made that way!* In the past it seemed to be the natural thing for parents to live in an entirely different world from that of their children. Fortunately there are indications of a change in this respect. The change is for the better; not only for the child, but for us grown ups as well.

Children enjoy living in the land of pretend. This is where they tell us many of their likes and dislikes. To learn what these are, we have to watch them from the wings, to use a stage term. Instead of our giving them the cue, they give it to us. When we are really on to our jobs, we will readily act when getting our cue.

For example, here is little Oswald, not at all burdened by his name, but can you get him to play with blocks? Not he. Does he build everything in creation with his Mechano set? Again no. His Mechano set is just as new as it was the day he received it, Christmas a year ago. Why, he has taken an old, empty oat-meal container and suspended it from his neck with a piece of string. Little sister's doll chair fell to pieces and the rungs of this are his drum sticks. Between taps on his drum he raises one stick to his mouth and toot-

toots as though it were a trumpet. He hums and makes different noises while marching up and down the room, very likely thinking himself the whole band and the drum major, too.

Along comes his birthday. What are you going to get him? Will it be an electric train or a steam boat? Well! If you want to make him your life long friend, I'll tell you—get him a mouth organ or a tin whistle. Show him how to use it when you give it to him. Do this even though you can't make a better noise on it than he can. Encourage him to get something worth while out of it and in time a bit of melody will come—if you give him a chance to listen to some simple, little tunes. You will probably have likes and dislikes about such matters, but consider—you can't live his life for him. He has his own life to live and he is trying to show you, in his play, what are his natural tendencies. Watch for these—and work with them. You brought him here. You started the fire under this young boiler. By watching him you are only putting water into the boiler and by working with him you are only directing the steam to the engine.

Many a child's power plant is blown all full of holes because his parents fail to watch him, and more than watch him—**WORK FOR HIM.** The result of this is, shoemakers trying to be bookkeepers and gardeners trying to be auto-mechanics.

Speaking of gardeners makes me think of plants. People wouldn't think of trying to grow tulips on a rose bush. No one tries to train the humble pansy to climb like a clematis. Indeed not! Instead, people do watch the vines of the sweet peas while growing. They train them, fondle them, nurture them. Why? To get the biggest and finest flowers in the neighborhood. They do all they can for the growing stocks—the power plants that produce gorgeous flowers. But why, of all things, don't they show the same degree of common sense in developing the power plants in their children? No wonder so

many grown up power plants can't get up enough of the steam of enthusiasm to carry them over the rough places—up the stiff, steep grades of life.

Next to observing what the child naturally inclines to, it is for your interest and his welfare to turn the inclination into an aptitude. How do you do this? Why, by encouraging the children by word, act and deed. All of us are familiar with verbal encouragement. Even grown-ups would rather be encouraged than discouraged in the constructive things they like to do. Encouragement by act is pretty much a matter of helping them to get the instruments, or tools, necessary to bring out what is in them. It is like the pipe-fitting necessary to run the steam from the boiler to the engine. Now the deed.—How few like this part, and still, it is the very thing we need to keep us young.—The deed is—**PLAY WITH THEM.** Did you ever try it? Get right down on the floor and play with them. By doing this they take you as one on their own plane; as one of their kind. Join their game as another youngster would. Besides making you feel young and gay again, you will be surprised how it wins the children's confidence. That in itself is worth going out of your way to win. It simply seems to be part of the spirit of the land, to like the fellow who can make us feel he is one of us. In this particular children are very much like their elders. They feel just the same as we do about the one who is everlastingly putting on top-loftical airs.

One of my neighbors has two boys. These boys are always making things. Last summer when the circus came to town, the parade gave these boys an inspiration. They went to the grocer and got some empty boxes. They followed the men installing telephones and picked up the waste pieces of wire. Somewhere they salvaged an old curtain pole. They knocked the boxes apart very carefully and saved all the nails. With this raw material, hammer and saw, they made circus wagons. The wagons were simple little things; four pieces of wood nailed together like a frame with the openings to the sides. On the

sides they had the wires fastened, representing bars. The old curtain pole made wonderful wheels. They collected paper and rags, and from this raised money with which they bought an assortment of little celluloid animals at the five and ten cent store. These animals looked quite realistic in the barrel wagons. Fun! Those boys had more fun than any adult who went to see the big show. The one boy, wanting a slight improvement, asked his father to paint some letters on the wagons for them, and what do you think this father said? "Get that junk out of here. I want you to cut out all that nonsense."

When I heard how this father threw away an opportunity to be "a chum" to his sons it made me hot around the collar. I didn't cool off entirely until a few days later when I had this contrasting experience. I telephoned a friend, wanting to make arrangements for a little outing. His wife answered the phone. After calling him she again spoke over the wire, saying, "Jack said, 'Unless it is a matter of life and death either call him again, later, or come over.'" He lived just a few blocks away, and as I had a little time I went over.

Mrs. Friend let me in and directed me to the sun room. Behold! There was a sight to do a person's heart good just to hear about it. In the middle of the sun room floor were Jack and his two boys, ages nine and twelve. Somewhere, miles away, they had found a lot of little tiles from an old tessellated floor. They had cleaned these and were building a little village complete, in the back yard, when Jack saw them. A few clouds in the sky were sufficient ground for excuses—"Rain—storm—like to see them finish it. We'll not make any dirt." That is how he prevailed on his wife to give her consent. And then—oh, joy! In came the baskets of tile and Jack became a boy with his sons. I found them working industriously on a partly finished project. One was putting a stone wall around a Dutch Colonial house with an expanse of green cloth for grass. Jack and the other boy were puzzling over some finishing touches

to other bits of architecture in miniature. I was about ready to join the game, too, when the youngest lad spoke up, "Gee, Dad, we'll have to build a power plant for water and lights."

A power plant for water and lights! Not a bad observation for a nine-year-old. Already he realizes that a modern house should have water and light, and not only that, but a power plant is necessary to supply these. He didn't want his little home-made toy house to be without a power house. In like manner his little soul was reaching out for spiritual water and light.

This little chap isn't alone in wanting his power house to supply something. Unwittingly this nine-year-old gives us the key for making every home brighter. Build power plants to do something! If we are wise builders we will see to it that our young power plants *are* built to *do* something. Our words, our acts, our deeds are the raw material out of which we can build centers of power—to do something.

Bringing the children into life is only putting up the buildings and the machinery. Our words, our acts, and our deeds are the natural resources that supply them with water and fuel. If we fail to supply the water of encouragement the child grows up to be like the boiler in the power plant, that wasn't kept filled with water—the fire under it burnt it full of holes.

There are a lot of patched-up boilers that have been burnt full of holes, walking around in the guise of men and women. But they can't stand much pressure. If you put them to a severe test, a strain, they go to pieces. Can we make this a better place in which to live, by building more such power plants to grow up and become men and women?

On the other hand, what good is it to have fine children like high-pressure boilers in a modern power plant if the energy created in them isn't used? Therefore, besides the fuel and water, out of which they make steam—energy—this steam must be *directed*. The only way to intelligently direct this steam is to find where it will do the most good.

A child shows what he is best fitted for in his play. This is the engine of his power plant. *D-i-r-e-c-t HIS STEAM TO THAT ENGINE.* You will simply *have* to do this if you want his engine to go, and in going, turn a dynamo—a dynamo of good, creditable work.

If the style of your boy's engine is architecture, you are dissipating his energy to turn it into any other channel. Direct all of his steam in every channel contributory to architecture. The same applies to your little girl. If she is everlastingly pleading the case of one of her dollies, quite like a lawyer in playland, help her along. Laughing at her isn't helping her. She is in earnest. Direct her earnest steam into the outlet that will be good for her. It is only in getting what is for her good now that she can later be of greater good to mankind.

If you want to make her happy, if you want her to have for you love and respect when you are old, now is the time to lay the foundation. Direct the steam that is popping out of this young boiler into constructive channels. Let it turn an engine that in turn will operate a dynamo. Do these things and you will live to realize the verity of: "Give, and it shall be given unto you; . . . for which the same measure as ye mete withal, it shall be measured to you again."

THEN IT'S HO! FOR A BOOK

*There is no frigate like a book
To take us lands away,
Nor any coursers like a page
Of prancing poetry.*

*This traverse may the poorest take
Without oppress of toll;
How frugal is the chariot
That bears a human soul!*

—Emily Dickinson.

A SYMPOSIUM OF FATHERS FROM MISSOURI

THE BOY'S GREATEST NEED
BY SUPERINTENDENT CAMMACK
of the Kansas City Public Schools

Education is being thought of at this particular time as a general panacea for all the world's ills. Education, so considered, is a generalization that is not being realized in a satisfactory way in our daily life. City life in particular is leaving the home with fewer opportunities and less able to care for and direct the child. Owing to this fact, too many parents are willing "to let George do it," and turn over the problems connected with the proper up-bringing of their children to the school.

Some fathers take a pride in saying, "I am going to give my boy an education so he will not have to work as I have had to work. I am going to let him choose his own life-work himself. If he makes a mistake he will have only himself to blame for it. He cannot then blame me for forcing him into any line of work in which he is dissatisfied or in which he may fail." To take such an attitude and to pursue such a policy is to desert the boy when he is in greatest need of a real, helpful father.

The trials and perplexities of childhood during the elementary school period are of minor importance and much more easily solved than the great questions that confront the boy during the adolescent period when he begins to look toward a life career. Of all periods of human life, this is the one of most importance. The boy at this period is usually an idealist. He has little knowledge or conception of the relative values of life. He is often largely influenced by his emotional nature and is led to give fictitious values to things that appeal to his imagination at this particular time. Many lives are blighted and rendered well-nigh useless by the failure of a wise, sympathetic, and thoughtful parent to render the right assistance at this psychological moment. You fathers who are responsible for bringing boys into the world and bringing them up to this most critical time of their lives, are unforgivable slackers if you desert them and leave them to be carried away by the influences of the feverish jazz age through which we are now passing.

Many fathers would render assistance at this critical time if they knew how to do it. The "how" is the greatest question. There are no standardized ways and means of meeting the boy's problems at this particular time in his life. The boy refuses to be standardized and fathers have not yet reached any such stage. There are certain conditions, however, which lead in most cases to more satisfactory results than we are now attaining.

In the first place, every father should have the love, respect, and confidence of his boy. The boy should feel that his father is the truest, best and most helpful friend in the world to him. The father should never assume an attitude that drives the boy away from intimate association and confidential consideration of his personal problems; physical, mental, moral and social. The attitude of aloofness, of being shocked at some of the boy's thoughts, tends to alienate rather than to gain the confidence of the boy. The thoughts of

youth are long, long thoughts and too often are kept in secret instead of being shared by the father. The father's greatest joy should be in helping the boy dream dreams and make plans for his future. When the father is able to get the co-operation of the boy in directing his ideals and shaping his aspirations and in showing him the beauties that come from the realization of those splendid dreams, he has gone far in shaping the boy's entire future.

The period of the junior high and the earlier years of the senior high is particularly the period where this sympathetic understanding and co-operation are most needed. If during this stage a real comradeship, or chumship, or palship can be created and developed into a life-long relationship, nine-tenths of the father's problems and the boy's problems will have gone far toward satisfactory solution. The maladjustments come from a failure to have established the relationship above described. Instead of fathers and mothers being discouraged and disheartened at the difficulties of these problems, they should regard these difficulties as merely a challenge to greater development and greater effort. Often the "wayward boy" may be the result of the failure on the part of the father to have rendered his full duty to his boy.

There is coming to be and I believe in a short time there will be, a more definite conception of the fact that the proper up-bringing of the boy is a real science and a real art which must be understood and developed by the father if he is to discharge his highest obligation to his son. This proper up-bringing of the boy should start in infancy and be maintained until such time as the relationship of protector and protected is reversed.

PARENT-TEACHER ASSOCIATIONS CAN AWAKE FATHER

When Mr. Average Father is persuaded, much against his will, to join his Parent-Teacher Association, and later, to attend the meetings he little knows what a real blessing and future rejuvenation is there offered him. He has ever been content to allow (really compel) his life partner to care for that side of the home life and has allowed his conscience to become paralyzed and unconsciously deadened to his child's real welfare.

On attending the meetings, he comes to realize that many new fields of live interest open before him with opportunity to learn, understand and appreciate his real duty and obligation to his child. If he will only stop to think that he can get out of any meeting only in proportion to what he puts into it, and really and readily applies himself, he will find his own education and advancement will be more rapid.

Becoming interested and attending the meetings, he soon is acquainted with some of the many problems there met and discussed and he can be of valuable assistance in solving them. He can learn the real conditions under which his child attends school, whether the rooms are crowded and the teacher overworked, and whether she is enjoying proper health; whether the teacher, because of too large classes, cannot do justice to his

child and the other pupils; if the school needs new or more equipment. He also becomes acquainted with and interested in the ever-passing need for new grade and high schools and the proper subjects to be there taught. All these he readily recognizes as conditions and questions possibly affecting his own child and therefore matters for his personal concern.

When Father has thus interested himself in his own child's school and school life, he finds that he has taken off his mind many of his business worries and, if persisted in, will take off his shoulders a hundred or more years of care. He is surprised at the joy his child takes at his interest and the father soon realizes that one of his cherished desires has been realized—Father has become the pal and confidant of his child.

It has been truly said that a child is the parent's best investment. Then why not so treat it, apply a little business common sense and give it the necessary attention and study? Why not give the proper thought and consideration to the character of your child's play and playmates, how he spends his time and the nature of his school activities? Investigate his school conditions as to health, efficiency and happiness. All these are subjects treated and discussed properly in meetings.

As Father's interest and work progresses, he advances beyond the personal selfish stage, beyond the direct concern of his own child, and he learns of the various activities of his Parent-Teacher Circle, of the aid given the less endowed and fortunate child to secure his education. If he becomes inoculated with the virus of real interest, he will concern himself with some of the many phases of the work that may be broadly grouped or classed as "charitable." In his business, he has been content to allow his interest and assistance in similar matters to stop with his subscription to the annual Charity Drive Fund. But here he can, when thoroughly awakened, learn of the many activities that enable the worthy to secure an education. He finds ample opportunity to assist in this noble work. But, more than that, he finds that he has again gone to school and has received his education along lines of endeavor immensely profitable and important, of which he had known nothing and had never dreamed. He discovers that he is indeed a "better citizen."

RICHARD J. SMITH,

A William Cullen Bryant Father.

THE NEED OF CO-OPERATION

Most of us fathers are forced to admit that we leave too much of the responsibility of the training and education of our children to their mothers, and that we do not carry our share of the load in this important duty. We are almost daily confronted with the accusation that we do not spend enough time in the company of our children—that we do not gain their confidence, so do not understand their problems and consequently are not able to guide them.

The responsibilities of parenthood are probably the heaviest responsibilities that parents have to assume; the problems that arise in meeting these responsibilities are often grave ones. How often mothers are forced to solve these problems alone, principally because the father is too lazy to concern himself with them.

What an encouragement it would be to your child if his father took an active interest in his school work. Children need this encouragement to give them confidence.

Your child's teachers would appreciate an interest on the father's part also. Would they not take a keener interest in your child if they knew that you were behind them in their efforts for him?

The work of the Parent-Teacher Association has to do primarily with co-operative effort between parents and teachers so that our children may be made more useful citizens, and know better how to meet the problems that will confront them later. Surely the fathers are interested in these problems and should share the responsibility of solving them, and should co-operate with the Parent-Teacher Association so that they may learn how to meet these problems when they arise. The Parent-Teacher Association has done much to educate mothers in raising their children, and could do much more in the education of fathers.

It has been said that the American home is the foundation of American Liberty. If our institutions are to remain secure they can do so only through maintaining the home. The duties and responsibilities of fathers are just as definite and their performance just as necessary as those of mothers. We can learn much about these duties and responsibilities through co-operating with the Parent-Teacher Associations of our schools.

FRED L. LEE,

Bancroft Circle, P.-T. A.

WONDERS

We know how to fly, with and without engines; we can cure deafness and insanity by punching certain bones in the back of the neck; we draw speech and music out of the air through electric wires; we make almost as good leather in a laboratory as a natural cow can make it from corn and sweet clover in a field; we talk, ride, sail or fly around the world; we are constantly on the quest of something new for our pleasure or profit, and we usually get it definitely and promptly when we go after it, no matter what it is. But there is still one thing that we seem to want and need without getting it, perhaps because it is comparatively easy to attain, and that is the knowledge and art of living in peace and contentment, by ourselves and with our fellow beings. That should be the next great wonder of achievement.—The Woodmen News.

COMMUNITY SINGING

BY FRANCES L. MURRAY

THERE is no greater pleasure known to a community than that derived from group singing.

Singing offers one of the simplest and most natural outlets for expression, and its use as a means of creating a spirit of real neighborliness is fundamental. Its introduction may be very informal. A few songs sung together by members of any gathering, with some musical member of the community as leader, will lead to a desire for gatherings which will be exclusively for community singing. Once started, it will be in demand as a part of county fairs, picnics, Farm Bureau meetings, meetings of the Parent-Teacher Associations and neighborhood gatherings. Special holidays are particularly appropriate for large group singing because of the festive or patriotic mood. In small towns the "sing" may be held in the yard of the court-house, on the village green or in the largest building. The local printing office or newspaper will perhaps donate the song sheets.* The song leader will often find it to his advantage for a large screen to be stretched in front of the audience and the words thrown on it by means of a stereopticon machine.

One of the most attractive forms of community singing is the group singing contest. The following method recommended by the University of Wisconsin Bureau of Community Development is one which is both workable and entertaining.

* Song sheets may be secured at cost from the Community Music Department of Community Service.

The objects of the contest are:

1. To stimulate interest in and familiarity with some of our best American songs.
2. To provide appropriate and spirited singing for the Community Club Program.

The manner of conducting the contest is as follows:

A few days in advance of the contest, the president of the organization shall appoint two captains, who in turn shall select, as in spelling contests, an equal number of persons for each side. These groups shall constitute the competing choruses.

The captains of each group shall then plan the necessary rehearsals to fit their respective groups for the contest. No restrictions are placed upon them in the way of coaching and preparation. The important thing is that all of the songs must be *memorized*—both words and music. The contest may be of unison songs (Group A) or of part songs (Group B).

The contest numbers may be:

*Group A—Unison
Songs*

Old Folks at Home
Tenting To-night
Old Black Joe
Home, Sweet Home

*Group B—Part
Songs*

Old Folks at Home
Tenting To-night
Massa's in de Cold,
Cold Ground
Stars of the Summer
Night

One hour before the time of the contest the captains of the opposing groups shall meet and by lot determine, first, the order of their appearance; second, the song which each group shall sing. Only one song is to be sung by each group.

In addition to the singing of one of the above songs, each group shall appear separately and sing the four stanzas of *America the Beautiful*.

The decision is rendered by a popular vote of the audience, which shall judge upon the following points:

1. Clearness and correctness of enunciation.
2. Beauty and appropriateness of tone, which means not only pure and pleasant singing, but the use of the sort of tone that is appropriate to the significance of the words.
3. The general bearing, posture, self-control, naturalness, and generally pleasing appearance.



TRAINING THE CHILD'S WILL

BY EMMA GARY WALLACE

IF we are ambitious that our children should become musicians, we do not question the need of their taking music lessons and spending hours in patient practice, yet all too many parents overlook the fact that a child's moral characteristics must receive as definite and careful attention if good results are to be achieved.

Perhaps upon no other quality does the child's success or failure in life depend more truly than upon his will power. If he is weak-willed, he will become a victim of whatever tides and currents may sweep across his life. His best intentions will perish in the blossom and never bear fruit in deeds. He will not have the courage or stick-to-it-ive-ness to undertake worthy tasks, or, having undertaken them, to carry them out to a successful conclusion. The child of weak will, will be a follower and not a leader. He will hesitate to stand for principle because of a mental confusion as to what principle really is.

When the child is very young, the parent faces the important task of establishing him in right habits. This training should be begun as soon as the child is born, for even a little baby will soon learn by association of ideas what it may expect under certain conditions. The whole succeeding structure of character is undermined if the child is not taught regularity and compliance with a worthy routine.

The establishment of right habits is of the utmost importance, for whatever has been done before will lead to expectation on the part of the child that it will be done again. Even the little one follows the path of least resistance as far as habits are concerned. If the child is started in the right grooves, he will expect to do certain things at certain times, and the parents will not have a head-on collision every time they wish to enforce a necessary decision.

As the child grows older, he will inevitably learn that two courses are always open—the positive and the negative; the right and the wrong; the easy and the hard. The parent who insistently decides for a

child what he shall do under all circumstances makes him a weakling and a dependent. Give children time for deliberation and encourage them to learn to make the right choice. Occasionally, if they make a wrong choice, it is the part of wisdom to let them go forward and discover their own error in judgment. This is better done when some trifling matter is concerned and the child will not be personally injured, than later in life when an irretrievable blunder may be made.

Having inculcated right habits and given the child right incentives, having deliberately trained him in the ability to make wise decisions, the next step is to encourage him to sustained action. All too many people in life fail because they begin a thing and have not the will power to stick to it and make it sure. Encourage children to be "stickers" and not "quitters."

In order to accomplish this definite training of the will, obedience must accompany the habit-forming period. Later the child must learn that commands or injunctions are not arbitrary, but are given in a loving spirit, and, through this consciousness, cheerful coöperation takes the place of simple obedience. The child who has picked up his toys because he has been told to do so, now does it because he has a part in making the home and in keeping it tidy.

The period of sustained action marks a further development in the child's life and calls for a degree of reasoning power which leads to the ability to direct himself. Such action calls for executive management and the definite exercise of the will power in different directions. Sustained action along right lines speaks of a will which is strong, flexible, and discriminating.

The training of the will involves a long period of intelligent watchfulness on the part of parents. The child who goes on obeying thoughtlessly for an endless period of time becomes little more than a serf. It is the one whose will has been properly developed who is capable of far-sighted courage and life leadership.

CHILDREN NEED TO PLAY WITH OTHER CHILDREN

BY MRS. LENORE R. RANUS

ALLOW your child to have company and playmates as often as you can. When possible, have playmates near his own age. Naturally out of this social intercourse will spring valuable lessons in courtesy, generosity and patience. Always be fair in settling disputes among children. Do not favor your own child's story entirely, for though he may never have told an untruth, there is always the possibility of a sliding from grace. Sometimes it is very difficult to get a correct account from excited children. If the quarrel is over a doll or a train of cars, and you cannot discover who is in the right, take away the toy, remarking quietly that if they can't play nicely with it they will have to do without it.

I do not think that there is a better opportunity than in play, to teach lessons in honesty; play is so vital a part of child life and the child takes his play so seriously. In teaching a child to be honest in word and action, the parents first must be honest in all their dealings with the child. Never make a promise that you cannot keep, or that you do not intend to keep. For the same reason never threaten, "Son, if you do that again, I'll spank you," for if he does it again you will have to spank him in a short time he will come to laugh at your authority.

Do not confuse the workings of an imaginative brain as evidence of untruthfulness, but enter into the spirit of the "make-believe." In the case of the little tot who says, "Muvver, I went out in the garden and I saw some Indians," enter into the spirit of the play and say, "Just make-believe Indians, dear, you mean?"

My little two-year-old daughter quite startled me one day by insisting she saw lions and tigers and great big elephants out in the yard. She was

kneeling on a chair looking out, so I came at once to the window, not expecting to see a zoo in the yard, but wondering what there was there to make her imagine such things. There was nothing at all in sight but grass and flowers, so after thinking it over for a second I said in reply, "Oh, yes, I see some monkeys, too—just make-believe like yours." She looked up at me and laughed delightedly, and at once we were entered upon a new game.

Cheerful obedience is another lesson to be learned from play. A child should not cry or fuss when mother says, "Time to put up your toys," or "Come to me, dear, I want to dress you." The average parents demand obedience, but usually exercise their authority only at times when disobedience means inconvenience to the parents themselves. It is the teaching of constant obedience which requires the greatest patience and tact in all child-training. You cannot let your vigilance flag for one moment, nor can you allow an offense to pass unnoticed.

This brings up the question of punishments. I have said that children are naturally sociable. An effective form of punishment for most offenses, therefore, is isolation from the rest of the family, and no reinstating to favor until pardon has been asked and given. Make your punishment fit the offense. Children are so active that to make them sit still on a chair alone is sufficient punishment for rudeness, whining and the like. The child

who persists in touching things which are not his to touch can be punished by having his hands tied behind his back. I used this form of punishment or "cure" successfully in breaking the nail-biting habit also.



American Child Health Ass'n.

THE BOOK PAGE

BY WINNIFRED KING RUGG

"Books are keys to wisdom's treasure; Books are paths that upward lead;
Books are gates to lands of pleasure; Books are friends. Come, let us read."

ONE of the pleasantest pieces of book news we know is that some of the fascinating poems in A. A. Milne's "When We Were Very Young" have been set to music. Among these are "Happiness," "Has anybody seen my mouse?" "Lines and Squares," "The Three Foxes," and "Vespers." The volume is called *Fourteen Songs*. (New York: E. P. Dutton & Co.)

Most of us realize that there is a discrepancy between what children read and what we should like to have them read. Jenny Lind Green has collected evidence from the children themselves and has set it down for our enlightenment in a book called *Reading for Fun*. (Boston: R. G. Badger, \$1.75.) The author has found that when children read they want romance; they want adventure; they like books about home life; they like books about friends because they understand friendship; and they like interesting experiences.

She has found, too, that many children read "grown-up" books. "Grown people do exciting things," they say. Besides, "We have heard people talking about these books." They might have added that they had heard people whispering about some of the books. Books that are whispered about are sure to arouse their curiosity. Grown-up magazines, also, are popular with children. Fifty-five hundred, or ninety per cent of the children who reported in the 4th, 5th, 6th, and 7th grades, said that they tried to read nearly every magazine that came into their homes.

One of the valuable features of this book is that it contains reading lists made up by the children, lists of books that have passed their own board of censorship. Parents, teachers and librarians will do well to study these lists. The whole effect of the book is to emphasize the vital connection

between children's reading and their daily activities and to establish the fact that the books that are most enjoyed make the deepest impression. This is not as simple as it sounds for it involves a delicate problem in substitution, whereby we persuade a child that he will enjoy the good book that we suggest as much as the poor book that he picked for himself. To that end the book contains some really practical suggestions.

The Boy and His Future, by Nicholas Ricciardi (New York: D. Appleton Co., \$1.25) is a brief and breezy treatise on vocational guidance, intended primarily for parents.

An introductory note by Elsie Robinson says, "To turn our children loose with only scoldings or prayers is to fail utterly in our grave calling." The purpose of Mr. Ricciardi's book is an effort to reduce to the minimum the chance of a boy's making a wrong choice of his life work. It is vocational guidance put in the form of a strikingly simple succession of chats with boys and their fathers.

Every parent wants his boy to be happy in his life work. Without doubt, the biggest factor in a man's life is his job. The task of a trained vocational counselor is to find out what a boy's outstanding interest is, measure his talents and capacities, and help him select a job. This is followed by special training for the job. Every boy has an outstanding interest though it is often hard to discover it. It frequently looks as if a boy was more interested in getting an easy job than in anything else and that delusion must first be dispelled.

There are some simple index tests in the book which will help a parent to find whether his boy needs expert advice or not,

and an Appendix with a list of reference books for study clubs of parents and teachers.

From Infancy to Childhood, by Richard M. Smith, M.D. (Boston: Atlantic Monthly Press, \$1.25.) Supplementing Dr. Smith's earlier book, "The Baby's First Two Years." It gives concise directions for the care of children from 2 to 6 years of age, with chapters on the care of the body, clothing, food, daily routine, common emergencies, first-aid in case of accidents and sickness, and the forming of right habits. Dr. Smith advises having all children examined by the family physician every six months. This determines whether a child is

developing normally or not, both in body and mind, and makes it possible for the physician to give advice before too much harm has been done. Malnutrition and fatigue occupy a considerable part of Dr. Smith's attention. He is particularly emphatic in his warning against excitement for children, an unhappy environment, and too much adult company. In regard to malnutrition as indicated by weight, he reminds us that it is not so much the specific weight at a given age that should be a guide, but the progress of the child from month to month. Fatigue, as well as improper or inadequate food, is a cause of malnutrition.

THE SCHOOL NURSE

BY UNITED STATES PUBLIC HEALTH SERVICE

The school nurse, says the U. S. Public Health Service in a recent release, should have good health, sound ancestry, tactful and equable temperament, and love for and understanding of children. In addition to her regular training and health work she would better have some experience in public health nursing, in the essentials of nutrition, and in school sanitation. If she also possesses some knowledge of matters that seem more properly to belong to the work of the school physician, so much the better.

The "routine" duties of each school nurse, whether working with a full time or a half time health officer, comprise (1) a daily meeting, preferably in the morning, in a room set aside for the purpose, for the inspection, instruction, and disposition of all children referred to her who are suspected to be suffering from communicable diseases, from parasitic skin infections, or from any complaint calling for emergency help; (2) frequent inspections of class rooms for discovering unreported cases of communicable diseases, and for noting the cleanliness, temperature, ventilation, and illumination of rooms and the seating of the pupils; (3) giving health instruction to pupils and to teachers; (4) doing follow-up work; and (5) observing the sanitary condition of the school buildings and grounds.

Special duties depend a good deal on whether the school physician is working on whole or half time. Where whole-time physicians are employed the work of the nurse is commonly confined to assist them; where volunteer or half-time physicians are employed her work may include much wider duties, which are of course done under the physician's direction. Most usual among such duties is that of making physical inspections for the detection of the more obvious defects of children and the referring of children found to be handicapped to the physician for confirmation of diagnosis and for advice as to proper treatment.

In rural districts where the demand for health work is much greater than the supply, the nurse will often be called upon to act as representative of the State health officer in the control of communicable diseases and in giving instruction on posture, nutrition and general health.

After making a preliminary survey to ascertain the location and accessibility of her schools, the number of pupils, the co-operation to be expected from teachers, etc., the nurse should prepare a schedule for her visits to the different schools, so that the day and hour of her coming will always be known in advance to teachers, parents, and pupils. More detailed information on the subject is contained in Reprint No. 783 of the U. S. Public Health Service.

EDITORIAL

TRUE STORIES

THOSE parents and teachers who are waging an unequal warfare against the mass of filthy literature, or "garbage," which threatens to corrupt the less guarded youth in high schools and colleges will enjoy reading Hendrik Willem Van Loon's article called "Sense or Censorship" in the *Woman Citizen* of April 4.

We have been assured by our writing people that it is Truth and Truth alone which they are serving, and that Truth can never corrupt. But it is Mr. Van Loon's contention that it is brazen effrontery to apply the adjective "true" to the gigantic lies which fill the so-called "true story" and "true confession" magazines. "For," says Mr. Van Loon, "none of these stories are true. They are not even written by the high school girls and society matrons who pretend to be their authors. They are the work of temporarily embarrassed hacks and penny-a-letter writers who, under assumed names, pick up a lot of easy money describing certain imaginary adventures of their own youth, misspent behind the hay-loft."

Mr. Van Loon came to know this fact because he was once asked to give an opinion on a barrel full of this "hog-wash" fiction submitted as prize essays for a "confessional" magazine. It was bundled out of the house before it menaced the safety of his own little boys.

The author does not commend censorship. "Parental watchfulness and a little well-placed discipline will do the trick with neatness and despatch," he says.

MORE STUDY OF THE CHILD

One after another the colleges drop into line with child study courses.

Teachers' College, Columbia, announces a new "Institute of Child Welfare Research." There is an accompanying offer of scholarships to be given to young women preparing for work in various phases of child development. Why discriminate against the young men?

THE NEW TOOLS

There is a considerable gap between the intelligence of the average citizen and the modern tools which he is given to use. Science and invention are rapidly forging ahead.

Is education keeping pace? If not, the tools may be a source of danger and destruction. They may be put to the wrong use.

This danger becomes a challenge to all those responsible for the training of the next generation.

In a complex world such as ours, children need to be provided with the best equipment possible. They will need better bodies, a better knowledge of how to take care of them, and better thinking brains than any preceding generation has needed. For life is becoming more and more difficult and more perplexing, as science forges ahead.

In view of the need for the best training it is not reassuring to read in a report made by the United States Bureau of Education that relatively less of the nation's income was spent for education in 1918 and 1920 than in 1913. Equally disturbing is a graph showing the United States occupying tenth place among the nations in literacy.

The kind of economy which saves on education is of the "penny wise and pound foolish" variety. It should be heartily condemned by every Parent-Teacher Association in the country.

A NEEDLESS EXPENSE

The education bill is large. It might well be larger on a "value received" basis. But there is one expenditure that might well be curtailed.

It is unfair to the taxpayers when parents send to school children who have defects which might have been remedied before school age. Children who cannot see or hear easily, who are under-nourished, or who have mechanical troubles cannot compete with the average normal pupils in

school. They fall behind in their work, become discouraged and are obliged to repeat the grade. This costs the taxpayers from \$72.50 to \$80.00 a year for each child we are told.

If Parent-Teacher Associations are to help the schools, here is an opportunity par excellence. Our pre-school circles are for the very purpose of reaching parents of children who are below the school age. Through them a sort of university extension course in the physical and mental training of the little child can be made available for all the parents in the school district who can be persuaded to study their own children.

Think what a boon to teachers it would be if all those first-year children came to school in good, fit condition with a nourishing breakfast inside and a smile outside!

And think how the taxpayers would bless the Parent-Teacher Association if it succeeded in cutting out the bill for a dozen or two repeaters each year! Here is an economy which will at the same time save money and make good citizens.

Read Home Education letter No. 8, at no cost at all, published by the Bureau of Education at Washington, on this subject: Parents' Responsibility for the Preparation of Children for School Life. Then apply what you read, for he

"Who reads and reads,
And does not what he knows,
Is one who plows and plows
And never sows."

We read this over the door of the library at Bowdoin College, Brunswick, Maine.

M. S. M.

THE CLASS ROOM TEACHER

BY ESTELLA M. SCHARF

Ritchie School, Wheeling, West Virginia

*I glance about my schoolroom, and ponder in my heart
If I am really worthy to take a leader's part.
The eager, up-turned faces, the eyes that brightly shine,
Are confident and trusting, these little folks of mine.*

*I know that I am richer far than Midas with his gold,
For is it not my privilege their sweet young lives to mold?
They're just a bit of living clay and I the potter, who
By every little act or word must mold a pattern true.*

*'Tis not alone the knowledge that is contained in books,
But what the teacher does and says, and how that teacher looks,
That is the best remembered when time has passed away;
So, I must needs be watchful, throughout the livelong day.*

*Again I look about me and know that I am blest,
And wonder, am I strong enough to really stand the test?
Can I keep the eyes a-sparkle, upon each face a smile?
For if I can, I know then, my teaching's been worth while.*



NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

At the convention of the Georgia State Branch at Macon, a Publicity Breakfast was held in connection with which was issued a miniature Parent-Teacher Association edition of the "Macon Telegraph," containing pictures of the National and State Presidents and items of interest. We wonder if other states have tried this plan.

A letter from an active worker states: "One of the mountain districts particularly is developing rapidly. If you remember, the Association was the pioneer in that country, and it took them years to organize another. Now there is a regular county epidemic of Parent-Teacher Association organization. I believe a new superintendent is responsible, and, of course, the course at Athens. That has just made the educators take notice—even those who did not want to, have had to reckon with it." Isn't this interesting? Congratulations, Georgia!

Another fine accomplishment in Georgia is due to the efficient work of the wife of the Governor—Mrs. Clifford Walker—who is also National Chairman of Pre-School Circles. Through Mrs. Walker's efforts, the Laura Spellman Rockefeller Foundation will establish a chair in Parenthood Training at the University of Georgia in connection with the State College of Agriculture. A State Organizer for Pre-School work will also be provided. How many other states are establishing similar courses at state universities?

So many untrue statements have been made about the Women's Joint Congressional Committee that it is interesting to have the one who planned the work of that group for four years tell us all about it. The committee has just issued a 12-page booklet called "Organized Women and Their Legislative Program," which was written by Mrs. Maud Wood Parker, former Chairman of the Committee. The foreword is by Mrs. John D. Sherman, the present chairman. A copy has been sent to each member of our National Board of Managers. If any others are interested in securing a copy, write the National Office of the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. Especially interesting are the sections on "Its Program and Achievements," "The Antis and Their Attacks," "The Witch-burners," and "Women Must Stand Their Ground."

Not for long will the people of the United States allow magazines to be sold on news stands that are lowering the morals of the people, both young and old. Indiana is making a heroic fight to "clean up," and now a letter comes from another state saying that a campaign will soon be well under way there. It is interesting to know that Parent-Teacher Association workers are taking the lead in this good work. When public opinion is aroused more, men who circulate such literature will be sent to prison. Let's all get busy.

How county libraries take books directly to the farmer and to small outlying communities is interestingly told in a new book, "County Library Service," just published by the American Library

Association, 80 East Randolph Street, Chicago, Ill. The book also tells what steps to take to establish a county library and how such a library may co-operate with existing agencies to increase its usefulness in the community. The book will be interesting to towns-people as well. The same Association issues a 4-page leaflet with illustrations designed to create interest in a county library which are especially adapted for distribution where a campaign is planned or is in progress to secure such a library. The leaflets sell for \$1 for 30 copies, or \$3 for 100 or \$20 for 1,000.

In the Kansas City, Missouri, Citizens' League Bulletin of April 11, 1925, Mrs. Eleanor C. Walton, Chairman of the Motion Picture Committee of the Woman's City Club of that city, discusses Censorship of Motion Pictures. In the article she says: "The Parent-Teacher Associations are doing a vast amount of good in their voluntary censorship."

In another section of the Bulletin we find this interesting quotation from Helen F. McDonald—

"Who profits most? Is that you quest?
It is the one who serves the best."

Isn't that a fine answer to those who are continually asking, "What do we get out of this, and what out of that?"

Michigan State Branch certainly gets splendid testimonials from educators. In the April issue of the Michigan Education Journal are these words from Marion Leroy Burton, whose seemingly untimely end we all mourn:

"What America is to be to-morrow is being determined to-day in the schools of the country. It is not possible for anyone to sit back and let things take their own course in this all important matter of education; we cannot be sure that such a course would be the right one. The Parent-Teacher Associations stand for continual, active, insistent interest in the building up of better schools, better homes, and better citizens and as such they deserve universal support; and I, for one, endorse these Associations most heartily."

We thought Massachusetts was our most up-to-date Branch in her regular broadcasting of Parent-Teacher Association news. We are not so sure about this, since the receipt the other day of a copy of the "Tacoma News Tribune" of Saturday, April 4, 1925, on the Editorial page of which we find "A Parent-Teacher's Cross-word Puzzle," designed by the president of the Washington State Branch. The puzzle is in the form of an oak tree—our official emblem—and the black squares are covered by oak leaves. We wonder how many Parent-Teacher Association workers could correctly solve this puzzle. Just think! There are 71 horizontal and 69 vertical numbers. The answer was not sent with the puzzle. This might make a good final test for Parent-Teacher Association courses.

Yes, our young people are all right at heart. They may mask successfully what they really feel, but every now and then it will come out. In the April issue of the "Home, School and Community"

is the copy of a letter which has been sent by the student body of the University of Georgia to the Trustees of the University, who are considering the selection of a new chancellor to succeed the beloved Chancellor Barrow. In the letter are these illuminating paragraphs.

"For our next chancellor, we are asking of you a man even better than the one who was chosen for us last. It is a hard request, but we are youngsters, and we want the world. *Does the whole United States not offer what we need? We beg you to give us a man who, more than being pure and lovable and wise, is boldly aggressive and comprehendingly aware of every phase of contemporary life and thought, whether here or yonder.*

"We recognize the difficulty of your position and regret that our inexperience forbids us offering definite suggestions as to a proper man for the chancellorship. Would it be out of order for your body to consult with the faculty in this matter? Why should it be?

"We understand that all of this has probably been considered already, but we cannot think any harm will come of our indicating to you our serious interest in the matter that at this moment lies so close to the heart of every good Georgian.

"Give us this leader. Try us. See if we do not

respond. We will respond. If we do not, why, then—then we pray God (who sits in—does He not?—on all your gatherings) to strike us down—mute."

In "The World's Health," a monthly review of the League of Red Cross Societies, published at 2, Avenue Velasquez, Paris, France (price 10 cents per copy), are many excellent articles, among them two we should all read. One is by Dr. William F. Snow, General Director of the American Social Hygiene Association, on the subject, "Combating the Venereal Diseases in the United States of America," and the other is, "Youth in Conflict." All should read the first to know the condition really existing, what the remedies are, and how they are being applied. The second article describes a book by that title written by Dr. Van Waters and published by the New Republic Publishing Co., New York City. The whole article treats of delinquency, its prevention and treatment. All Parent-Teacher Association workers should know about both conditions. We may not like to read about venereal diseases, but it is here, and we should know conditions, how these are being combated and what we may do to help on the good work. We must *not* blind our eyes. That will not remedy the evil.

WORTH PASSING ON

NEW JERSEY. A Press Breakfast was held at the State Convention for all the County and Local Press Chairmen with the State President as guest of honor. This was a social "get-together" and at the same time a real conference on the value of publicity and the methods used in the work. Very attractive program booklets were supplied by the State Press Chairman.

ILLINOIS, DOWNERS GROVE. An "Autumn Frolic" in the nature of a dance and a card party was given at the high school gymnasium. All the teachers of the village and their escorts and all the young people were invited. The object of the frolic was to give the teachers an opportunity to become acquainted with people to "play" with since at the regular meetings they met only the parents and the members of the school board.

NEW YORK, ROCHESTER. All the Parent-Teacher Associations in the city united in a big "Bazaar of the Countries" in order to raise money for the State Student Loan Fund.

TEXAS, BAKER SCHOOL, AUSTIN, tries the two-section plan for its monthly meeting. The first section for business begins at 2:45 before the school is out, and lasts until 3:20, the hour for the school dismissal. A ten-minute recess is given for mothers to see their children and give instructions and then the meeting reconvenes for the program which lasts for forty minutes. In this way the mothers get home sooner to their children and there is time for a constructive program. Both mothers and teachers like this plan as they get home earlier and yet get the full benefit of the meeting.

OHIO, GENOA. Parent-Teacher Association raises all the money necessary for the year's work by having a "Stunt Night" or a fair early in the year. Each committee works out some money

making scheme which is carried out on the Fair Night. At the same time there is also a school exhibit running, a farm display and an exhibition of the work of the cooking and sewing classes. This results in a very large attendance and a goodly sum of money.

NEW YORK, MOUNT VERNON P.-T. A. The Commercial School in order to start a Parent-Teacher Association with *all the parents* sent to every home a printed postal card reading as follows:

Mount Vernon, N. Y. 1925.

I am willing to become a member of a Parent-Teacher Association in connection with the Commercial School and promise my support.

Signed.

PENNSYLVANIA, CAMP HILL. The Safety Council printed for this association a very impressive folder with a picture on the outside of a traffic policeman "in action" which made the folder appeal to the children. Over the picture "Safety First," under the picture, "Don't Get Hurt" and on the inside four important accident preventions so arranged as to attract the eye and so worded that one could not help memorizing them. On the back page a few and important instructions with the heading—"To Camp Hill Mothers." This co-operative folder is the work of the Safety Council and the Parent-Teacher Association.

NEBRASKA BRANCH. The president of this Branch of Congress spent part of her vacation in Colorado and with the Colorado President worked out twenty-three helpful suggestions for Parent-Teacher Associations. These, the Nebraska Branch had printed on a tan-colored strip of paper convenient as to size and sent out to every association in the state. In addition to the suggestions there was enough valuable information regarding state needs to make the receiver of this folder keep it always on hand.

NEWS OF THE STATES

HIGH LIGHTS IN JUNE

Texas—Life Memberships.

Founders' Day Celebrations.

Ohio—P.-T. Section in State Education Conference.

The P.-T. A. and Farmers' Week.

Illinois—Success of the Bulletin "Gale Chat."

Oklahoma—Community Programs.

Nebraska—Safety Campaigns.

Playground Commission.

Rhode Island—The State Service Department.
News from Village Clubs.

ILLINOIS

THE LIBRARY

Many new books have been added to the school library by interested parents. The children's favorites are being duplicated, the Library Committee interesting the children by a note in the Parent-Teacher Association Magazine "GALE CHAT" which reads as follows: "Tell us the books you particularly want and the ones you have difficulty in finding 'in' when you look for them. Perhaps some books that certain children would like to have are not in the library. Do you know, children, that Scott's Stamp Catalog for 1925 is there? One boy does. He found it the first day it came in and kept it for many days, cheerfully paying his fine of one cent a day for overtime, saying the book was well worth it. Then there's the radio book; handy book for girls and boys; bird, flower and animal books; as well as all the old favorites. Another case has been added for children's books so that now more children can be accommodated at one time."

BIRTHDAY MEETING OF THE GALE PARENT-TEACHER ASSOCIATION, CHICAGO

Our spring meeting was our birthday for on that day this organization was one year old. The outstanding accomplishments of the year were informally discussed. One member commended the unusual co-operation and good-will between parents and teachers. Another praised the excellent work in organizing the Association. Great credit was given the Library Committee for its untiring efforts to secure a library for Gale. One mother said she so much appreciated the opportunity to meet the mothers of her child's associates, during the social hour following each meeting. She considered this of untold value to the mothers.

A number of Old English ballads, such as are still sung by the mountaineers of the South, were delightfully sung.

Miss Minnie Whitham of the Hatch School, Oak Park, gave a very interesting talk on Our Southern Highlanders. She told us of their aims, traditions and their lack of opportunities for education.

SUCCESS OF THE "GALE CHAT" THE PARENT-TEACHER ASSOCIATION BULLETIN

"Memory goes back to the first issue published seven months ago, a little coverless, even nameless, pamphlet of eight pages, with not quite two pages of advertising. Most of those merchants who did advertise with us in this, our initial number, did so because of a fine community spirit, a willingness to help us out. They did not really expect to get much, if any, return from these ads; cer-

tainly not value received and more, as has been the happy result. The returns from advertising in the Chat have been beyond the dreams of the most sanguine of our advertisers, and have even astonished those members most closely associated with the Chat. Our advertisers have been interviewed upon the subject and without exception have been enthusiastic. Space in next year's magazine is already being selected by some merchants, voluntarily—for the advertising committee is much too busy attending to this year's business to solicit orders for next year. A few ads have come to us without solicitation, recently, and what better indication of success can there be?

"Seven of our original advertisers contracted for every issue throughout the year, and others did so after 'trying us out' for a month or two. And new advertisers kept coming. When our fourth number, January, was about to go to press, we found that we had so many ads that if we didn't enlarge the magazine there would be little space for reading matter, and after all, the message that the Chat takes to its readers is the primary object of its existence; and so it was decided to add a cover to the magazine, thus making it more attractive as well as permitting two pages of ads to be withdrawn from the inner pages leaving this space for reading matter. The cover was an instant success: our members liked it, the children liked it, the merchants liked it—and we liked it ourselves, we who had ventured on this new step, confident, and yet a little fearful too, of course, of its reception.

"Two months later we again found our pages crowded—the March issue had too little space for reading matter, we felt, yet we hadn't quite enough ads to warrant the expense of adding four more pages to our magazine. (Less than four pages, one folded sheet cannot be added, as one can readily see by examining the makeup of the magazine.) But this month, the seventh issue, we make our second increase in size. We had twelve pages and a cover.

"We are very happy, and very proud, too, of this growth. And the question arises, 'What has caused it?' That is, such a question would probably arise in the minds of the uninitiated. To those who regularly attend the Parent-Teacher Association meetings, to those who read the Chat, and to the merchants, most of all, the answer is plain. The growth is due to the wonderful support given the magazine by its readers. Having been asked at the meetings and in these columns to patronize our advertisers, and to be certain to mention the magazine in doing so, our membership has responded loyally. The merchants tell us so.

"Some of our advertisers do business several

blocks distant, some a mile or two away, some in our neighbor-city, Evanston. These advertisers will not stay with us because of any sense of community spirit or desire to support our school; there are schools closer to them whose call upon their generosity is much more pressing and personal. But if it pays to advertise with us they will be glad to continue to do so. See to it that it does pay them."

MRS. FRED H. CLUTTON, Editor-in-Chief.

NEBRASKA

With every mail bringing to state headquarters requests for information or drafts for affiliation with the State and National Congress, with the Nebraska Parent-Teacher eagerly awaited among the organized sections, with newspapers and magazines offering space and requesting material on the local, state and national news, Nebraska is fast taking a place among the States which are doing their share toward bringing together the home and the school on a definite co-operative basis.

We are grateful for the help and encouragement received from the National officers and literature and also for communications from other states. This year we feel somewhat like a child who, for the first time realizes he can play Santa, for it was with the same joy and anticipation in our hearts that the various associations of Nebraska sought ways and means of remembering the birthday of the Mother Congress of Parent-Teacher Associations.

Our gifts were gladly given, for truly "It is more blessed to give than to receive."

MRS. MARK PIERCE,
State Press Chairman.

CO-OPERATION THE KEYNOTE OF P. T. A.

The possibilities of "co-operation between the home and the school," was most forcibly brought to the minds of Lincoln people at a joint program under the auspices of the Lincoln Council of Parent-Teacher Associations.

The occasion was the presentation of the Parent-Teacher Pageant "Progress," at the High School Auditorium. There was a cast of four hundred adults and children. The affair was so conducted that each of the twenty-four schools in the city had some part. It was presented before a capacity house and three hundred dollars was cleared.

In a brief address Supt. M. C. Lefler asked that they be not unmindful of the spirit of co-operation back of the production which made it possible for so many mothers, teachers and children to work together for such a joint performance and for the unity of Parent-Teacher Association in Lincoln.

Co-operation plus organization are important factors in the success of any undertaking.

Through the efforts of the Council of Parent-Teachers Associations of Lincoln, the city, Board of Education and Parent-Teacher Associations are co-operating in the maintenance and operation of safe places to play for the boys and girls. In the three years of this co-operation, the attendance on Lincoln's playgrounds has more than doubled.

Last summer seven supervised playgrounds were operated between June 1 and September 1. The total attendance for the season was more than 35,000.

The accidents to children in the streets, reported to the police during that time were one fatality, when a child was struck by a passing automobile and seven collisions between children riding bicycles and automobiles. A good record for a city of over 60,000.

The Parent-Teacher Association also sponsored an "All-City" picnic last summer which it hopes to make an annual event. Adults and children were urged to spend the day, or at least a part of it, in the enjoyment of the city parks. The city furnished a band concert and a program of games with inexpensive prizes for the children was arranged. The aim is to set aside one day in the summer for fathers and mothers and children to spend together. In other words, it is an attempt to encourage a "family" day. The first picnic was a success in every way in spite of the fact that it rained all morning and looked threatening part of the afternoon.

MRS. FRED R. EASTERDAY,
Chm. Playground Com., P.-T.A.

IN BEHALF OF LINCOLN SCHOOL CHILDREN

The Lincoln council of the Parent-Teacher Association has adopted a resolution requesting the city commission and the Lincoln board of education to assist in the safety campaign which it has been conducting.

In its appeal to the city authorities, the organization asks for the assignment of two motorcycle policemen for school duty, and the rigid enforcement of all traffic regulations. The school board is requested to fence off those portions of the school grounds used by the children in playing games; to provide walks where children are now compelled to use the streets in going to and from school, and a number of other minor changes which will tend to eliminate the danger of automobile accidents in the vicinity of the school buildings.

Certainly these requests are modest enough and do not call for any considerable expenditure of money. They should be granted.

The Parent-Teacher organization has made more than a superficial study of the traffic problem as it relates to the safety of the little children going to and coming from school. Each branch of the general council was requested to make a thorough investigation of the conditions existing at the school building in its district. These reports have been completed and carefully analyzed. The resolution which has been adopted is the result of this study.

The city commission should concern itself with some of the facts revealed in the survey:

Twelve schools reported serious and dangerous speeding.

Eight requested police protection at dangerous intersections.

Every school requested warning signs for autoists, placed in a more prominent position than they now occupy so they can be easily seen.

Three schools requested sidewalks, claiming that the school children are compelled to walk in the streets.

Nine schools requested enforcement of the ordinance which prohibits pedestrians from crossing the streets except at intersections.

Not a day passes during the school year but brings forth examples of fast and reckless driving in the vicinity of the school grounds. The city

authorities have been cognizant of the fact but claim they are powerless to curb the speeders. They say it would take a police force, involving prohibitive expenditures, if all of the careless and reckless drivers in Lincoln were to be punished. No one will attempt to discount the size of the job, but that should not serve as a deterrent to making a start. If the traffic violators and the speeders in the neighborhood of the schools were haled into court and given a heavy fine, the funds so derived would more than cover the cost of rigid enforcement of the ordinance.

Most of the accidents which have claimed the lives of little school children would have been averted with proper policing. The presence of an officer at the school building during those hours when the children are gathering and when they are leaving school would tend to remind them, as nothing else will, of the care which they should use in crossing the streets. All children have a wholesome respect for an officer and they will not do the things which they ordinarily do if a policeman is in their presence.

Two other suggestions come from this survey which are excellent and should be productive of results. Admittedly there are more dangerous intersections at some schools than at the others. Police protection is more urgently needed at these places and they should receive the first attention. The request for the enforcement of the jaywalking ordinance is timely. Scarcely a day passes when it is not flagrantly broken in the business section. In the residence districts little or no attention is paid to it. Children copy their elders. They see the grownups cutting across the streets before reaching the intersection and they follow the example set by the older people.

Before another accident or series of tragedies directs attention to this problem, why not make these recommendations of the Parent-Teacher Association effective?

OHIO

PARENT-TEACHER SECTION AT THE OHIO STATE EDUCATIONAL CONFERENCE

The problem of community support of education was discussed before the sectional meeting of parents and teachers at the Fifth Annual Educational Conference. The function of Parent-Teacher Associations as the co-operating medium in the development of a healthy relationship between the school and the community was strongly emphasized.

Mrs. J. C. Ruff, State President, opening the conference at 9:30 o'clock, extended greetings and introduced Mr. F. M. Shelton, superintendent of the Springfield schools, who discussed the relationship of the school superintendent to his parent-teacher groups. He said that when he came to Springfield two years ago he found practically no organized support of the schools, to-day they have twenty-three associations and a fine city council and all affiliated with the state and national. Dr. Clayton C. Kohl, Department of Social Science, State Normal College, Bowling Green, gave a very critical but constructive talk on "Some Principles of Social Organization Applied to Parent-Teacher Associations." Dr. Kohl is writing a Parent-Teacher text book for Normal Schools.

"The School and the Public," the last address

of the meeting, was given by Mr. Clyde R. Miller, director of publications, Cleveland Board of Education. Mr. Miller is the first in the United States to do this publicity work professionally for schools under the Board of Education. At the joint luncheon with the elementary and kindergarten teachers about three hundred parents and teachers listened to Dr. Buckingham's witty and instructive talk on "Parents and Teachers I Have Known." The Educational Conference Tea served in Pomerene Hall to about five hundred people was a very attractive and delightful affair, the tables were decorated with daffodils and hyacinths with blue and white candles and the hostesses were the Columbus and Franklin County Parent-Teacher Associations assisted by the Faculty Woman's Club, the American Association of University Women, the College Women's Club and the State and Central Parent-Teacher Districts.

MRS. W. H. SAWYER, Ch. of P.-T. A. Section
State Educational Conference.

PARENT-TEACHERS WORK AGAIN TOPIC OF FARMERS' WEEK

Something of an idea of the increased interest among visitors at Ohio State University during Farmers' Week in Parent-Teacher work may be gained from the fact that whereas last year the luncheon given by Columbus workers was attended by some 50 people, this year there were 123 present, aside from guests.

Professor M. V. O'Shea of the University of Wisconsin, known to Parent-Teacher workers everywhere because of his long and splendid service with the national body, spoke for a few moments. He said, "the individual home is no longer independent, self-contained and self-disciplined. It has lost its control of the young, and the problem of to-day is so to control the community forces that they bring about the best training of the children. Once it was said that parents were wholly responsible for children and their training. That is no longer true. They are only partially responsible to-day. It is the community that is mainly responsible. Neighbors must co-operate, parents must join hands with parents in this community obligation. Do not develop peculiarities in children. Nature wants a child to conform to the demands of his crowd and his group, not to be dependent on his parents. This makes society and keep it alive and moving forward. The role of parents is to mold communities so that the best things prevail. In the Parent-Teacher Association I see the great factor in this community co-operation. It is absolutely essential for the solution of the questions that arise to-day in regard to our young people."

Professor Raymond Bennett of the College of Education, O. S. U., told what associations are doing in this state and elsewhere.

Not having the means to purchase new playground apparatus, one Ohio association called on the local blacksmith, who made it for them! Another solved the difficulty of lights for the schoolhouse in a district without public electric current by installing a Delco lighting system.

It is while people have been embracing the immediate opportunity for service that they have found their greatest work, that of welding the community into a unit, with the welfare of the child in their midst as the common goal. Among the big things, Dr. Bennett named direction of

recreation and social activities, which are so often of greater value in character building than school activities, maintenance of schools of religious instruction, either in connection with the public schools or elsewhere, a close study of and work for laws applicable to school children, promotion of cordial relations with the teachers socially, and the endeavor to help children to profit by their educational opportunities.

Mr. George Beery, superintendent of schools in Franklin county, spoke for a few moments on what the Parent-Teacher Association might do in his county. He makes a special point of music, asking those present to use their influence with their local communities so that the children might have contact with better music, both in school and at home. We only wish Mr. Beery had also urged a greater interest on the part of the rural groups in providing more and better books for their schools.

Mrs. Ida Harrington, editor of the *Pennsylvania Farmer*, one of the speakers at the general sessions of Farmers' Week, named three words we must always remember in dealing with children, their eternal "Why?" which indicates they are young and interested in life; "Mine" which must be interpreted to them to mean joint ownership in home, community and enterprise, and "Busy." Of the latter she said: "Don't let us ever be sorry a boy picks the clock to pieces. The thing to guard against is interrupting him before he has time to put it together again."

PLAY-YARD "FIRST AID" SAFE WITH HOME-MADE KIT

A field worker of the Ohio Department of Health, who has been talking before Parent-Teacher groups and at Farmers' Institutes, suggested the following articles to her audiences for inexpensive home-made "First Aid" kits:

Container—common, tin lunch box.

Ordinary jelly glass with tin cover filled with tooth picks wrapped in sterile, absorbent cotton.

Small bottle, half strength iodine for painting wounds.

Small phial clove oil for toothache.

Baking soda, to be used for indigestion. (May be used for burns but tube of Unguentine is better.)

Adhesive tape, 1/2 inch size.

1 package tongue depressors.

1 package absorbent cotton.

1 pair blunt end scissors (10c).

1 hand scrub brush (10c).

1 tube vaseline for chapped hands and lips.

1 card safety pins.

1 teaspoon and glass.

Bandages—(These may be torn into various sizes from old muslin, rolled, wrapped in clean cloth and sterilized in oven.)

NOTES FROM THE PRESIDENT'S DESK

A copy of the Ohio Parent-Teacher is sent to each public library in Ohio and because of interest in and demand for information on Parent-Teacher Associations several libraries have requested more material on our work. The State Board is having a full set of all of the leaflets printed by the national organizations sent to each library.

The State board at its recent meeting in Colum-

bus, voted to accept the invitation extended by Mr. J. L. Allen of the Agricultural College Extension Service, Ohio State University, to have representatives from the Parent-Teacher Associations co-operate in the programs for the farmers' institutes. Definite plans will be worked out before the beginning of the institutes next fall.

A series of county-wide health conferences for children, especially those of pre-school age, such as have recently been successfully conducted in Erie County, is being offered communities in Ohio by the Ohio Department of Health.

West Lafayette. Pupils, parents, teachers and guests took part in a rather unusual meeting recently when 86 of them attended the fifth annual parent-son banquet given under the auspices of the local agricultural society. Reports of the vocational agricultural work being done were given by both men and boys. County Superintendent Pigman told those present the little old red school house of long ago was efficient in its day but it did not connect the learning process with work and that a vocational agricultural department gives boys a chance to learn how to work.

Freemont. A council of Parent-Teacher Associations was recently formed at Freemont with a member of the board of education, two school heads, three representatives from each of the four Parent-Teacher Associations in town as the executive committee. Principals of grade schools and the grade supervisor are members of the council.

OKLAHOMA

The Community Program is a unique feature of the Parent-Teacher Association work this year. It is filling a need keenly felt at no expense to speak of—two of the numbers out of three being presented free. The project is deservedly popular; the High School auditorium was packed at the last performance, which was given by the East Central Teachers' College.

Each of the series of programs is well balanced. The lectures are varied, appealing to every group of citizens in the city. The music, dramatics, and readings are of the highest talent in the state. Holdenville really needs a cultural, inspirational, and entertaining program. The need is being well met by the work of the Parent-Teacher Association.

The Parent-Teacher Association is bringing these artists here as a community project and is doing so with the sole purpose of community building in view. The play "Little Women," which was the first number of the series, was exceedingly well received by the town. The proceeds, in spite of the fact that the price was exceedingly low for the character of the performance, were sufficient to finance this number.

One number was a mixed attraction, composed of a brass quartet, a violin soloist; and President A. A. Lincheid of the teachers' college at Ada, who brought a live lecture on present-day affairs.

The Brass quartet is something new in concert music, and bids fair to prove its claim for popularity. It is composed of a cornet, a trombone, a clarinet, and the soulful saxophone.

The students of the city schools of Holdenville celebrated Founders' Day on February 17th, with a patriotic parade.

The entire school system assembled at a cen-

trally located place and marched through the main part of the town, led by the high school band, and sang patriotic songs.

At the close of the parade the children broke ranks and engaged in a tag selling campaign. The proceeds helped to erect flag poles on every school campus in the city. This movement was promoted by the Parent-Teacher Association of Holdenville.

A child's education is not complete unless he is taught due reverence for his country's flag and that for which it stands. This cannot be manifested unless he knows its proper care at all times. This was the purpose of the Tag sale.

The programs were arranged at consecutive hours so as to give the parents and citizens opportunity to attend.

The American Legion has done an inestimable amount of good in engendering patriotic education in the public school system of Oklahoma, and their hearty co-operation in this campaign abetted by that of the local Red Cross is to be highly commended.

FAIRVIEW CONSOLIDATED No. 2

At the meeting on Founders' Day, February 17, everyone came about 11 a.m., and brought dinner. There was a good program and then a number of trees were planted on the school ground.

Miss Loal Russell, a teacher in Henryetta public schools, gave a very interesting talk on "Parents and Teacher."

"When passing Fairview you can't help seeing our flag from the top of the building. You can also see the two basket ball courts, one volley ball court, five swings, six teeter-totters, one croquet set, a well, shed and car barn. We are expecting to score the highest of any Superior Model school in the county. Watch us!

The superintendent says that seventy-five new classics and reference books have been added to the library and another new book case has been purchased. A number of new subscriptions to standard magazines have brought to the school the latest news and inventions."

The members of both the Holdenville and the Fairview associations depend for their inspiration and help upon the CHILD-WELFARE MAGAZINE. "The Relation of the Parents to the Parent-Teacher Association" in the February number, we found especially helpful.

Mrs R. O. WHITE, Holdenville.

RHODE ISLAND

The Service Department of the State Parent-Teacher Association sends out the following message to the clubs through the bulletin.

SERVICE

Once more let me emphasize the fact that the Child Welfare Department stands ready and eager to assist you in any way you may care to let it. Bring your questions of recreation, playgrounds, baby stations, pre-school classes, nutrition work, juvenile protection, child health and literature on these subjects to the members of the committee and they will gladly help you.

Isn't it an inspiring feeling to think that we, each and every one of us, are marching along with the great 900,000 strong Congress of parents and teachers with the opportunity given to us for service to each other at every step? The joy in

service is something all of us have learned somewhere along the years, but do we stop to analyze it as it affects us in our Parent-Teacher work?

Right here in our own state mothers are giving of their time and interest to help teachers and principals in clerical work in the schools, they are assisting in the weighing and measuring of children, in dressing and undressing children and babies at the Child Welfare Stations, in serving hot lunches at recess, in playground work, in school and town libraries, in nutrition and cooking classes, in active campaigns for cleaner food, better sanitation, pure milk (and more of it) for the whole district, and last but not least, are sewing at club meetings and at home for our Needle-work Guild service. It certainly is worth while.

FLORENCE B. WILCOX,
Chairman Child Welfare Dept.

NEWS FROM VILLAGE CLUBS

The Berkeley Parent-Teacher Association of Middletown subscribes for the National Geographic Magazine for the pupils and has this year installed glass enclosed book shelves and liquid soap containers in the school building. They also furnish first aid supplies for the district nurse, and have been instrumental in having sewing taught in the seventh and eighth grades.

The Kingston association meets once a year with each local club such as the Grange, the Triangle Club, the Tavern Hall Club and others and takes charge of the program, always having a school topic for discussion, in this way conducting an "Information" campaign. In addition to this they are raising money for a very complete playground equipment for the school.

Like many other of our rural associations, Pippin Orchard furnishes hot cocoa for the children during the winter months, and gives a Christmas party for the scholars. Together with Lippitt Hill and Oaklawn, they hold "Get Together" socials where each organization takes turns entertaining. They also have a Community Social each year.

The Girls Sewing Club connected with the school has always been in charge of a member from the association, and this spring they plan to install a play ground under the direction of the Physical Director of the Cranston schools.

West Gloucester pays for electric current, furnishes hot cocoa and soup for the scholars, and has bought mugs, spoons and table furnishings besides presenting framed pictures to the school.

The Greene Parent-Teacher Association in December took pupils and teacher to see "The Covered Wagon." In the fall they planted trees in the school yard as a memorial to civil war veterans. They provided hot cocoa at one cent per cup during the winter months and placed a sanitary drinking outfit in the school room. But their greatest achievement has been the establishing a Free Public Library of two thousand volumes in the school house, special attention being paid to providing books required on the reading lists of grammar and high school pupils.

TEXAS

1925 TO BE "BANNER YEAR" FOR LIFE MEMBERSHIP IN TEXAS CONGRESS OF MOTHERS

With one hundred and twenty-six life memberships pledged at the State meeting held in Wich-

ita Falls and further pledges at the ten district conferences during March and April, this "slogan" is fully justified.

Your state chairman is in receipt of reports from the district presidents, who are members of the State Life Membership Committee, showing that the pledges are being paid in very rapidly. Our people are in earnest, and thoroughly awakened to the fact that through this medium of becoming a life member of this organization they can help in a practical way to carry out the great extension program we have undertaken.

The fee for a life membership is twenty-five dollars. The member receives a framed certificate signed by the President. The funds are used strictly for extension work—one-half is given to the district in which the pledge is made for district extension, the remaining half is used for general State extension.

When the Congress of Mothers was organized the only means of financing the work came from the dues paid by individual members of Parent-Teacher Associations, as the per capita dues was twenty-five cents a year per member, the program for extension was limited to the income thus derived. After a few years the workers realized that in order to organize Parent-Teacher Associations in every school in Texas they were to face with the problem of financing their plan. The life membership department, formally created eight years ago, is helping in a very definite way to meet this situation. Prior to this period few life members had been secured.

For the past four years this department has secured in pledges and collected on an average of twelve hundred dollars each year. At the recent State meeting held at Wichita Falls, the records showed over three thousand dollars.

A silver loving cup, given to the organization by A. A. Everts of Dallas, is awarded annually to the district securing the greatest number of memberships.

MRS. EDWARD KNEELAND,
State Life Membership Chmn.

BIRTHDAY CELEBRATIONS

It speaks well for state and local work when clubs are loyal to the mother organization and further, when they "take stock," study the aims of the organization and see wherein they are coming up or failing in the great purpose of giving to every child a fair chance to proper development—that is, as far as in them lies the power.

The Henrietta Parent-Teacher Association celebrated the Birthday and sent in a nice offering. This club has recently equipped the playground with a slide and the auditorium with curtains and scenery, altogether spending about \$675. They co-operate with the county health nurse in her work and earnestly try to improve morals through raising the standard of home and school and in favoring legislation that has this aim.

Highlands Parent-Teacher Association, San Benito, had a big birthday cake which they sold for \$6.65. Eighty-five per cent of the American mothers take part in this club's work, but it is difficult to reach mothers of the Mexican children. This is true in the rural districts especially.

Glenwood Parent-Teacher Association, Amarillo, besides observing the Birthday, sent in such

an interesting report that we will just mention some of the things that the corresponding secretary noted. A membership drive with good results, a Travelogue, and remembering sick members by sending them a card, reading: "This is a token of our love and friendship as expressed by the entire club."

Cooley School, Houston, has a wide awake club which celebrated the Birthday with an evening meeting at which the fathers outnumbered the mothers. This Parent-Teacher Association has been striving for the Standard of Excellence ever since the president returned from Wichita Falls. Planting shrubs and evergreens and roses and crepe myrtle, planting ferns and flowers in the seventy window boxes, made by the manual training boys, as well as planning for a school and community fair held in May are enterprises that have occupied the members.

Hillsboro Parent-Teacher Associations were responsible for the sermons preached February 22nd, with the betterment of the child as the general theme. This was one phase of the Birthday celebration. A program was given Friday night, February 20th, at the Franklin school, in which Junior College students and members of the Parent-Teacher Association and others took part. Mrs. J. H. Wilson, president of the Council, Mrs. Olin Culberson, president of Second District, Superintendent W. F. Doughty, Mrs. Doughty, discussed various things in connection with the aims and purposes of the mother organization. One feature of the evening was the presentation of a life membership in the Texas Congress of Mothers to Mrs. Mary Beskow, the well-loved principal of the Franklin School.

"We have the best Mothers' Club in the world" were the words with which Miss Poteet, principal of the Mt. Auburn school, Dallas, accepted the life membership in the Texas Congress of Mothers, given her by the Parent-Teacher Association of her school at the regular meeting, February 11, when Child Welfare Day was observed. Mrs. Edward Kneeland made a talk on the "Significance of Child Welfare." A large birthday cake with 28 candles was a part of the decorations and was later served with coffee to the guests. A \$29 offering was received. Many fathers and mothers visited the school on this day as it was also Parents' Day for the club. With a membership of 290, this club has issued its first year book which is creditable and of which they are justly proud. At the pre-school circle meeting of this club an instructive talk on the pre-school child is always given. The six volumes of "My Book House" and a complete set of "International Reference Books" have recently been purchased for the school library. Nine points on the Standard of Excellence have already been attained.

A splendid program was given at the January meeting of the Waco High Parent-Teacher Association. The chairman of education had charge of the meeting and talks were made by the Superintendent on the Educational Survey; Professor J. Harris on the Child-Labor Amendment. Another feature of interest was the distribution of the new year book, the first this club has gotten out. The mid-year graduates were the honor guests at the "Swiss Bell Ringers," which was the first of a series of three entertainments sponsored by the club.